Penrose Learning Trust

Recruitment Pack

Hadleigh High School
Investigation Officer

Contents

Welcome 2
Welcome from the Head 3
School Information 4
What Makes Penrose Learning Trust a Great Place to Work? 17
All About Penrose Learning Trust 18
Benefits of Working for 19
Penrose Learning Trust 19
Family - Our Schools 20
How to Apply 27
Application and Candidate Selection Process 28
Safer Recruitment 29
Information for Applicants 29

Welcome

Dear Applicant,

Thank you for expressing an interest in a post at Penrose Learning Trust.

We are an inspirational, passionate and collaborative Trust. Made up of five primary schools and four secondary schools, we have a team of more than 600 staff and 4,500 learners. We are a vibrant and exciting place to work and strive to make a difference every single day.

At the heart of everything we do is a simple belief: we want to open doors and unlock potential. We want every young person to have the opportunity to thrive, to discover what they are capable of and to achieve more than they thought possible, both academically and personally. We are equally committed to our staff, creating a culture where they can grow, develop and fulfil their own potential.

Penrose Learning Trust is highly regarded both locally and across the East of England. We are proud of the work we do to be an employer of choice, with a strong focus on professional development through centrally-led training, NPQs, coaching and secondment opportunities. We want Penrose to be a place where our people can grow, take on new challenges, develop their strengths and build fulfilling careers.

Our strapline, 'Excellence through collaboration', is embedded culturally across our schools and central team. We continually support and challenge our leaders and schools to grow, develop and improve, sharing expertise and learning from one another.

Each of our schools has its own unique character, but through our collaborative work there are also many shared values, ambitions and opportunities. Together, we work towards a common goal: supporting our young people to become the very best versions of themselves, while creating the conditions for our staff to do the same.

This is a fantastic opportunity for a highly motivated, dynamic and ambitious individual with the relevant skills, knowledge, experience and leadership behaviours to join us.

We welcome applications from individuals who share our passion, drive and ambition and who want to play their part in opening doors, unlocking potential and shaping the future of Penrose Learning Trust.

Come and work with us and help us make a difference.

Yours sincerely

Daniel Leonard
CEO

Welcome from the Head

Dear Applicant

Thank you for your interest in the post at our school. This is an exciting opportunity to join our vibrant and successful community. Hadleigh High School is a student-centred 11–16 secondary school, rated *Good* by Ofsted following our October 2024 inspection.

We are proud of our strong sense of community and belonging — staff and students know each other well, and relationships are built on mutual respect and shared values. Our examination results continue to improve year on year, and we remain ambitious for the future. Our aim is to be a beacon of outstanding teaching practice, offering every student the opportunity to flourish academically, socially, and personally.

If you relish the chance to work in a supportive, inspiring, and forward-looking environment, then Hadleigh High School could be the right place for you.

We are committed to recruiting the highest-quality individuals to build on our many successes. To attract and support talented professionals, we offer:

- An outstanding Continuous Professional Development (CPD) programme, including personalised pathways, peer support, coaching and opportunities for career progression
- A high-quality induction programme for both experienced teachers and early career colleagues
- Employee assistance and health-care support
- Family-friendly and flexible working policies
- A range of additional benefits provided through our proactive staff well-being team including free tea and coffee; staff draws at Christmas and Easter and Guardian Angel Week.

If you require any further information or would like to visit the school, please do not hesitate to contact us on **01473 823496.**

Yours sincerely

Nicola Shingleton
Headteacher

School Information

School Vision Statement

All young people at Hadleigh High School, regardless of background or need, strive to be the best version of themselves through working hard, aiming high and being kind.

They will make outstanding progress academically, secure excellent destinations post-16, and become well-rounded, happy individuals who go out into the world and make a difference.

Our students will be diligent learners, who are resilient and able to adapt to an ever-evolving world. They are able to question the world in which they live and learn how our history and culture shape us. They take pride in their achievements and those of their peers, and have a strong sense of moral purpose.

Our young people will achieve success as a result of our strong culture of unwavering high expectations, where all students are supported and treated as individuals. Our excellent pastoral care will ensure all our students flourish through their personal development, positive habits and healthy relationships.

The school has an uncompromising focus on securing the highest calibre staff, and will be a beacon of outstanding classroom practice. We will harness the power of our community, national networks and the benefits of being part of the Penrose Learning Trust.

Our curriculum will be thoughtfully sequenced, balanced and aspirational, delivered by outstanding teachers who ensure the highest levels of progress. As a result, our students will be inspired to pursue excellence and embrace learning throughout their lives.

Core values

Aim High, Work Hard, Be Kind

School Information

"At Hadleigh High School, pupils are polite and respectful. Lessons are calm and orderly places in which to learn." — Ofsted 2024

Hadleigh High School is a vibrant 11–16 comprehensive school based in Hadleigh, Suffolk, serving a wide rural community drawn from many local village and town primaries. Around half of our students travel to school by bus, reflecting our broad catchment area and rural setting.

We pride ourselves on being a friendly, supportive school where every student is known as an individual. Our size allows us to build strong relationships and a sense of belonging: pupils learn in a calm, respectful environment, staff and students treat each other with kindness, and there's a shared commitment to helping every young person succeed.

It is an exciting time to join Hadleigh High — we are embarking on a new school building project beginning in September 2025. This represents a major investment in our future, offering an opportunity for staff to grow with the school and to shape its development in a modern, purpose-built environment.

We hope this welcome pack gives you a real flavour of what it's like to work at Hadleigh High: a caring, ambitious community where staff and students are supported to flourish, and where everyone has a chance to make a difference.

Staff Induction

"Staff speak highly of the support they receive at all stages of their careers. Leaders ensure that professional development is thoughtfully planned and responds to staff needs." — Ofsted 2024

At Hadleigh High School, we believe that a strong, supportive induction is essential for ensuring that every colleague—whether new to the profession or bringing years of experience—feels confident, valued, and fully integrated into our school community. Our induction programme is designed to meet the needs of staff across the full range of experience, from Early Career Teachers (ECTs) to those joining us on the Upper Pay Scale.

Induction for Early Career Teachers (ECTs)

"Early career teachers benefit from high-quality guidance that helps them to develop their practice quickly and securely." — Ofsted 2024

ECTs at Hadleigh High School follow an induction programme fully aligned with national Early Career Framework guidance. We ensure that our newest colleagues have the time and support they need to grow into confident, accomplished practitioners.

Our ECT offer includes:

- A reduced timetable, in line with statutory requirements, allowing time for reflection, professional development, and lesson preparation.
- Regular mentoring sessions with a trained ECT Mentor who provides personalised guidance, coaching, and structured development opportunities.

- Fortnightly optional training sessions run by our Teaching & Learning Leads. These sessions induct new staff into *The Hadleigh Way of Teaching* and revisit key elements of whole-staff CPD. Current staff who would appreciate a refresher are always welcome to attend, helping to keep our professional culture dynamic and collaborative.

Induction for Experienced Teachers

"Experienced staff appreciate leaders' commitment to continuous improvement and professional growth." — Ofsted 2024

We recognise that experienced colleagues joining Hadleigh High School also benefit from structured support as they adapt to a new environment. All new staff—regardless of career stage—can access the same fortnightly optional CPD induction sessions, ensuring they quickly become familiar with our pedagogical principles and approaches.

Newly appointed experienced teachers also receive:

- A dedicated staff buddy, providing informal support and a friendly first point of contact.
- An induction day that includes time with Faculty Leaders to review Faculty Vision Statements and Schemes of Work. This ensures colleagues thoroughly understand the rationale, intent, and structure of our bespoke curriculum so they feel confident delivering it from day one.
- Opportunities to engage with our wider Teaching & Learning programme, leadership development pathways, and subject-specific networks.

Induction for Support Staff

At Hadleigh High School, we recognise the vital role our support staff play in the life of the school and are committed to ensuring every colleague feels welcomed, confident, and well supported from the outset. All new support staff take part in a structured induction programme tailored to their role. This typically includes two to three weeks of shadowing an experienced colleague in a similar role, or a bespoke training package designed specifically around the responsibilities of the post. Each member of support staff is also assigned a dedicated staff buddy, who provides day-to-day guidance, practical support, and a friendly point of contact during their first weeks. This approach ensures new colleagues quickly feel part of the team and are fully equipped to make a positive contribution to our school community.

Whether joining us as an ECT, as an established practitioner or as a member of our support team, every colleague is welcomed into a professional culture that values collaboration, high

expectations, and continuous improvement. Our induction programme ensures that new staff feel well-supported, well-informed, and ready to thrive as part of the Hadleigh High School community

Teaching and Learning

"In the most successful sessions teachers use interesting activities to hold students' attention, and students are clear about their progress and what they need to do to improve." — Ofsted 2024

Teaching and learning at Hadleigh High School are rooted in the belief that every student is uniquely gifted and capable of success. We aim not only to develop students' knowledge but also to teach them *how to learn*, fostering curiosity, independence and the resilience needed for lifelong learning. This philosophy underpins our classroom practice and shapes the professional culture staff experience when they join us.

A collaborative, reflective approach to teaching lies at the heart of our school. Our open-door policy encourages colleagues to visit one another's classrooms, share effective practice, and engage in professional dialogue about what works. Teachers are encouraged to apply evidence-informed strategies—guided by the Penrose Principles of Learning—that enhance classroom practice and help students make strong progress. This is reinforced by a well-structured CPD programme, which takes place every Monday from 3.00pm–4.30pm and enables staff to revisit key principles and engage with whole-school priorities.

Professional development is a defining feature of our culture. All staff, from new entrants to experienced practitioners, benefit from high-quality coaching, collaborative learning, and opportunities to participate in teaching and learning projects. This year, we are proud to be a Voice 21 school, with a whole-school focus on developing oracy in the classroom. Through training, modelling, and shared strategies, we are working collectively to strengthen students' spoken language skills, deepen their understanding, and improve their confidence in communicating effectively.

Our approach to teaching is inclusive and student-centred. Lessons are deliberately sequenced so that knowledge builds securely over time, and teachers use adaptive approaches to ensure that learners of all abilities are both supported and challenged. Clear, purposeful feedback helps students to understand their progress and the next steps they need to take. As Ofsted noted, in the strongest lessons students are engaged, focused, and aware of how they can improve.

For teachers, Hadleigh High School offers a stimulating, supportive, and professionally enriching environment. New colleagues join a community committed to continual improvement, collaboration, and making a meaningful difference to young people's lives.

Here, staff are empowered to grow, develop their practice, and deliver teaching that truly matters.

School Curriculum

"The curriculum offer at the school is diverse, vibrant and aspirational — it equips students with the knowledge, skills and confidence to succeed throughout their time at the school and excel in the next steps in their educational journeys." — Ofsted 2024

At Hadleigh High School, students in Key Stage 3 follow an adaptive curriculum designed to meet their learning needs and support progress in key subjects. When students first arrive, their average KS2 Reading and Maths scores are used to guide the number of English, Maths, and Science lessons allocated each week. This allows teachers to tailor the pace and focus of lessons so that all students can engage meaningfully. By the end of each year, every student will have covered the same content in most subjects, ensuring consistency while meeting individual needs.

As students move into Key Stage 4, they begin to personalise their studies. Alongside a core of English, Maths, Science, PSHE, and PE, they choose from a wide range of GCSE and vocational option subjects — including languages, humanities, arts, design & technology, and other specialisms. This breadth allows each student to shape a pathway aligned with their interests, strengths, and future ambitions.

Joining Hadleigh High School as a teacher means working within a curriculum that is thoughtful, flexible, and ambitious — one that responds to the needs of each student, supports their growth, and opens doors to a wide variety of pathways at Key Stage 4 and beyond. You will have the opportunity to contribute to shaping that journey, delivering a bespoke curriculum that aims to equip students for success in further education, apprenticeships, or employment.

Staff Well-being & Career Development

"Leaders ensure that staff are supported and valued. Staff report high levels of well-being and professional satisfaction." — Ofsted 2024

Teaching is a demanding profession, and at Hadleigh High School we place the well-being of our staff at the heart of everything we do. Colleagues benefit from a culture of care, collaboration, and recognition, where their contributions are valued and they are empowered to thrive both personally and professionally. Well-being weeks, free tea and coffee, celebrations for staff birthdays, mobile patrol support, and centralised detentions all contribute to a positive and supportive working environment, allowing teachers to focus on delivering high-quality learning experiences.

Professional growth is equally prioritised. As members of the Penrose Learning Trust, staff have access to a wide-ranging CPD programme, including opportunities such as Aspiring Senior Leader and Aspiring Middle Leader courses, the Power of Coaching programme, and bespoke training on the latest Ofsted frameworks. Teachers can also participate in Trust-wide subject networks, which meet termly to share best practice and collaborate on curriculum development.

"Staff feel valued as professionals. Their expertise is developed and utilised. Staff are supported effectively by leaders, and staff workload is well managed." — Ofsted 2024

Working at Hadleigh High School means joining a community that values care, collaboration, and professional growth. We hope this welcome pack has given you a flavour of what it is like to work here — a supportive, ambitious environment where staff are empowered to develop their practice, make a real difference to students' lives, and enjoy a fulfilling career.

Job Description

Role

Investigation Officer

School

Hadleigh High School

Reports to

Deputy Headteacher Behaviour

Salary/Grade

Grade 3

Contract/Hours/Week

32 hours / 39 weeks

Job purpose

The Investigations Officer will play an important role in supporting the school's behaviour systems, maintaining high standards of conduct and promoting a positive learning environment. The primary responsibility of the role is to investigate incidents involving students, establish the facts, maintain accurate electronic records and provide timely reports to Learning Leaders and the Deputy Headteacher responsible for Behaviour, enabling appropriate sanctions and interventions to be implemented swiftly.

The postholder will also undertake mobile patrols and duties around the school site, including break and lunchtime supervision, to support the smooth running of the school day. Working alongside the Inclusion Team, the postholder will contribute to the effective management of behaviour, including supporting the operation of the Reset Room and associated inclusion provision.

In addition, the Investigations Officer will provide targeted mentoring to students, helping them reflect on their behaviour, take responsibility for their choices and develop positive relationships. Through these responsibilities, the postholder will work collaboratively with Learning Leaders, the Inclusion Team and senior leaders to support consistent behaviour management and positive student outcomes.

Key responsibilities and duties

1. **Behaviour Investigations**

- Investigate incidents of poor behaviour, misconduct, bullying, student conflict and breaches of the school's behaviour policy, as directed.
- Establish a clear and impartial account of incidents by interviewing students and relevant witnesses, gathering statements and reviewing available evidence.
- Assess information objectively, clarify inconsistencies and distinguish established facts from allegations or assumptions.
- Prepare clear, accurate and timely written investigation reports, outlining the incident, evidence gathered and findings.
- Submit findings promptly to the relevant Learning Leader and the Deputy Headteacher responsible for Behaviour to inform decisions regarding appropriate sanctions and follow-up action.
- Follow up outstanding investigations and liaise with relevant staff to ensure cases progress in a timely manner.
- Escalate serious incidents and safeguarding concerns in accordance with school procedures.

2. Electronic Incident Recording and Records Management

- Maintain the school's electronic incident recording system, ensuring incidents and investigations are logged accurately, promptly and consistently.
- Take responsibility for the electronic storage, organisation, filing and retrieval of incident reports, witness statements, supporting evidence and investigation outcomes.
- Ensure records are complete, appropriately categorised and linked to the relevant students and incidents.
- Maintain a clear electronic audit trail of investigations, including actions taken, findings, referrals and outcomes.
- Monitor records to identify incomplete documentation and outstanding actions requiring follow-up.
- Ensure electronic records are securely maintained, confidential and managed in accordance with school policies, data protection requirements and record-retention procedures.
- Provide authorised staff with timely access to relevant records to support behaviour management and decision-making.

3. Mobile Patrols, Break and Lunchtime Duties, and Inclusion Support

- Undertake regular mobile patrols around the school site to provide a visible and proactive presence and support the smooth running of the school day.

- Carry out designated break and lunchtime duties, helping to maintain a safe, orderly and positive environment for students.
- Support the supervision of students during social times, promoting positive behaviour and adherence to the school's expectations.
- Assist in locating students who are reported as missing lessons or late to lessons, liaising with relevant staff as appropriate.
- Remain alert to emerging concerns around the school site and communicate relevant information to the appropriate members of staff.
- Work collaboratively with the Inclusion Team to support the effective management of student behaviour and the smooth operation of inclusion provision.
- Assist with the day-to-day operation of the Reset Room, as directed, supporting appropriate student conduct and liaising with inclusion staff regarding incidents and student needs.
- Share relevant information with Learning Leaders, the Inclusion Team and other colleagues to support a coordinated approach to student behaviour and inclusion.

4. Mentoring

- Deliver individual or small-group mentoring sessions for students identified as requiring additional support.
- Develop constructive professional relationships with students while maintaining appropriate boundaries and high expectations.
- Help students reflect on their behaviour, understand the consequences of their actions and take greater responsibility for their choices.
- Support students in developing self-regulation, resilience, positive relationships and appropriate responses to challenging situations.
- Challenge negative attitudes and behaviours constructively, encouraging students to make more positive decisions.
- Agree appropriate targets with students, monitor their progress and communicate relevant updates to Learning Leaders and pastoral staff.
- Maintain appropriate records of mentoring sessions, agreed actions and student progress.
- Identify concerns that require additional support and refer them to the relevant pastoral, inclusion or safeguarding staff.

5. Safeguarding and Professional Responsibilities

- Work collaboratively with Learning Leaders, the Deputy Headteacher responsible for Behaviour, the Inclusion Team, teaching staff and pastoral colleagues to support the consistent implementation of the school's behaviour policy.
- Communicate investigation findings and relevant behaviour concerns clearly, objectively and professionally.

- Maintain confidentiality and exercise discretion when handling sensitive student information.
- Uphold the school's safeguarding and child protection procedures, promptly referring concerns to the Designated Safeguarding Lead or appropriate safeguarding lead.
- Ensure interactions with students are fair, respectful and consistent with the school's expectations.
- Undertake relevant training and other reasonable duties appropriate to the responsibilities and level of the post.

Person Specification

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Training and qualifications			
Relevant qualifications or training in education, pastoral support, youth work, mentoring or behaviour management.	☑		A/I/R
Training in safeguarding, conflict resolution, de-escalation or restorative approaches.	☑		A/I/R
Knowledge of behaviour management procedures and approaches to supporting positive student relationships.	☑		A/I/R
Experience			
Experience of managing challenging situations and responding appropriately to incidents involving young people.	☑		A/I/R
An understanding of the importance of safeguarding, confidentiality and professional boundaries when working with children.	☑		A/I/R
An understanding of the importance of maintaining high standards of behaviour and promoting positive student conduct.	☑		A/I/R
Experience of investigating incidents, gathering witness		☑	A/I/R

statements and preparing written reports.			
Experience of maintaining electronic incident records, using school management information systems or safeguarding recording systems.		☑	A/I/R
Professional knowledge and understanding			
An understanding of how children and young people learn and develop.	☑		A/I/R
An understanding of the barriers that can affect children's engagement, confidence and progress.	☑		A/I/R
Understanding of the importance of adapting communication and support to meet individual needs.	☑		A/I/R
Understanding of confidentiality and appropriate information sharing.	☑		A/I/R
Personal skills and abilities			
Excellent communication skills, both written and oral, with students, colleagues, parents and external partners	☑		A/I/R
Strong organisational skills and the ability to prioritise workload and work independently	☑		A/I/R
A willingness to work collaboratively as part of a department/team, contributing to planning, assessment and monitoring activities.	☑		A/I/R

Commitment to professional development and reflective practice	☑		A/I/R
Experience mentoring or supporting colleagues, or contributing to whole-school initiatives.		☑	A/I/R
Excellent behaviour management skills and a commitment to high standards of student conduct.	☑		A/I/R
Resilience, flexibility, and a positive, proactive work ethic.	☑		A/I/R
A sense of humour and the ability to build strong relationships within the school community.		☑	A/I/R
A strong commitment to safeguarding and promoting the welfare of all students.	☑		A/I/R
A clear commitment to equal opportunities and inclusion.	☑		A/I/R
Enthusiasm for engaging with the wider school community through extra-curricular and enrichment opportunities.		☑	A/I/R

What Makes Penrose Learning Trust a Great Place to Work?

At Penrose Learning Trust we are committed to bringing about excellence via collaboration and a commitment to do the very best for every child in our care.

The Trust was established in 2017 with Claydon High School, East Bergholt High School and Hadleigh High School coming together to form a trust of like-minded and aspirational schools.

Since then, we have grown to nine schools all within a 45-minute drive of each other. Our Trust is continually growing and evolving with new schools often utilising our Trust Partnership programme to experience and benefit from how we work. From this scheme alone, four schools have taken the decision to join us.

Teaching and learning, school improvement and staff CPD are at the core of ensuring our students and staff get the best opportunities and development. We work in partnership with our local Teaching School to deliver NPQs and we are an OLEVI (outstanding leadership in education) trust, delivering programmes to develop outstanding teaching and coaching. Our support staff training complements the teaching staff programmes to ensure all staff have the opportunity to professional learning.

The Trust-led CPD programme includes:

- Aspiring Senior Leadership Programme
- Aspiring Middle Leader Programme
- The power of coaching
- Making a difference in middle leadership
- NPQs
- Cross trust communities of improvement
- Bereavement training
- HR CPD
    - Managing staff during probation
    - Managing staff absence and creating a culture of attendance
    - Safer recruitment

We are incredibly proud of what we have achieved as a MAT. Through collaborative leadership and keeping our vision and values front and centre in all we do, we support staff and learners to be the best version of themselves.

All About Penrose Learning Trust

Mission

Excellence through collaboration

Vision

To inspire and enable all our young people, regardless of background or need, to be the best they can be.

Values

Showing respect and tolerance

Valuing relationships

Being inclusive

Celebrating achievement

Demonstrating positivity

9 schools

4,500+ children

690 staff

Benefits of Working for Penrose Learning Trust

Professional Learning Programme

National Terms and Conditions including pension schemes

Wellbeing

We care deeply about our staff and have an employee assistance programme, supportive leave policy and flexible working policy

Free eye tests

Cycle to work scheme

Salary sacrifice private healthcare

for Headteachers and Central Team Managers

Pensions

All staff have access to the Local Government Pension Scheme or Teachers Pension Scheme

This also includes a death in service benefit

Family - Our Schools

Claydon High School

Ethos
- Be the best you can be

Mission
- Our students will be lifelong learners who are ambitious and contribute positively to their community

Core Values
- Be curious
- Be compassionate
- Be conscientious
- Be confident

Strategic Aims
- All students are motivated to achieve excellent outcomes through a highly ambitious curriculum taught by highly skilled professionals;
- All members of the 'Claydon Community' support each other to develop a lifelong love of learning;
- The 'Claydon Community' is a kind, positive and supportive environment for all stakeholders to be part of.

Claydon Primary School

- Claydon is a very special primary school with a strong sense of community in which each pupil is a valued and respected member. The staff, parents and governors of the school are fully committed to education and the important role it plays in developing the whole child.
- We welcome all pupils regardless of ability, race and culture and support them in becoming enthusiastic learners, who are happy, confident and secure. We endeavour that our pupils gain skills to be independent in their learning and achieve their very best. We hope that the education we provide will give a foundation for lifelong learning - in school, at home and beyond. It is important to us that we support children in developing the personal qualities required to enable them to be good citizens in Modern Britain and we aim to encourage them to develop in body, mind and spirit.

Our vision and values

- We strive for all pupils to ‘be the best you can be’. This is strongly supported by our school values.

Our school values

- **Character** - developing pupils as individuals through instilling positive learning be-haviour, encouraging reflection and modelling respectable conduct. Our pupils will be individuals with the skill set to make good choices, to be kind, caring, honest and resilient.
- **Collaboration** - promoting the value of working together as a team within a range of groups and contexts; building and strengthening our learners' skills of collaboration to help them be successful, promote tolerance, trust and participation. Our pupils will understand the importance of togetherness, communication and teamwork and be able to work alongside others successfully.
- **Community** - actively encouraging and promoting the importance of a caring and supportive community in which every child can flourish. We will provide opportunities for pupils to engage with and contribute to their local community, as well as raising awareness of the ways in which communities can work together to positively impact global issues. Our pupils know their responsibilities within their communities – school, local and global – and contribute positively towards them.
- **Culture** – providing opportunities to explore and nurture a respectful curiosity for different cultures through a range of learning experiences, assemblies, theme days and visits that will be reinforced by our pupils' further understanding of the British Values. Our pupils will have an understanding of the wider world, significant historical figures, an appreciation of the Arts and through this have a healthy respect for differing opinions and beliefs.
- **Curriculum** - offering a broad and varied curriculum that is designed to continuously develop and build on pupils' key skills and knowledge base. They will have inclusive and aspirational teaching and learning; which includes creative and enriching experiences to inspire and engage them.
- Our pupils develop and master key skills and build their knowledge across a wide range of curriculum subjects in readiness for their exciting future ahead.

Colchester Academy

- Colchester Academy strives to ensure that our young people receive the very best education, realise their full potential, and are prepared to become responsible and successful citizens. Together we have an unrelenting focus on the individual and create a culture where we develop students' character, with absolute commitment, giving our young people the currency they need for their future.
- With unswerving dedication and passion from a talented group of staff, we provide the very best opportunities to all young people within our community, both inside the classroom and beyond. This helps enrich their education with many and varied opportunities.

Mission and Values

- Colchester Academy is a values-driven school, with our core purpose, 'to be the change for those who need it most', underpinning everything we do.
- Through our mission of 'striving for excellence; ensuring equity' we aim to ensure that every child fulfils their potential and develops the valuable skills that will enable them to succeed beyond school and in life.
- We are committed to giving our students the best possible learning experiences and opportunities whilst studying at Colchester Academy. We provide rigorous academic challenge in addition to educational and personal development activities to gain a rich and rounded learning experience, so that all students get every opportunity to achieve their potential.

Our values are

- **Resilience:** Working hard and sticking at things when they are difficult
- **Excellence:** It means excellence in every area
- **Respect:** Of ourselves, our community and of others, we are kind

Dale Hall Community Primary School

- Our school thrives on a culture of high expectations where everyone is committed to making a real difference. We aim to give our children the very best possible start to their education, developing personal aspiration and a lifelong love of learning. Our inspirational and talented staff team are committed to every child achieving their potential so we place a huge importance on supporting the 'whole' child. We have worked hard in the last few years to build an exciting and immersive curriculum which fully engages and involves the children in the process of learning. We encourage our children to reflect, relish challenges, and embrace their mistakes as part of the learning process.

Vision

- To be a successful, vibrant and creative community of learning within a framework of inclusion, well-being, nurture, respect and tolerance.
- To excite, engage and challenge each child, motivating them to explore and develop a lifelong love of learning, supported by teachers who are passionate about their work and are themselves lifelong learners.
- To be a forward thinking, research led school with positive, collaborative and supportive relations with other schools and academies.

Aims we are embedding to achieve our vision:

- Provide a safe and supportive environment with high expectations and learning strategies which are tailored to support the whole child.
- Enable children to be happy and purposeful, growing in confidence and self-esteem, reaching their potential and given every opportunity to excel and shine.
- Give our children the tools and skills that will prepare them for the next stage of their education and later life. To learn and develop in a positive growth mindset environment where mistakes are valued as a part of the learning journey.
- Provide an immersive, exciting curriculum that delivers skills and knowledge yet captivates children's interests and enables them to follow their own lines of enquiry.
- Ensure our talented and inspirational staff feel valued and supported and have opportunities to develop their expertise further through targeted and purposeful training and development to enable them to contribute to their maximum potential.
- Encourage parents to participate in the many aspects of school life, to ensure we communicate well and are working together for a common purpose, sharing experiences and extending learning together.

East Bergholt High School

- We believe that our students have the right to the very best teachers who have access to high quality professional development; a world class curriculum that is tailored to their individual needs; and a safe and secure environment in which they can thrive.
- East Bergholt High School (EBHS) has all these key ingredients. We strive for the very highest academic achievement for all children. The combination of academic achievement and character built from engaging in activities beyond the classroom, will ensure our students can be successful in the future.

Vision

- At EBHS, we will inspire every student, regardless of background or need, to be the best they can be. We want all our students to make outstanding academic progress, and to develop the strength of character to be happy and successful in their lives. Our students will be well equipped to flourish in an ever-changing world and well-prepared for the jobs of the future. Conducting themselves with kindness and positivity, they will be able to make a difference as truly global citizens.
- At EBHS, we will create and inclusive community, where:
  - Everyone is safe, there is a strong focus on emotional wellbeing, and every-one is aware of their rights and responsibilities
  - Everyone is committed to continual self-improvement and lifelong learning
  - Diversity is celebrated and its benefits embraced
- Underpinning our vision will be a world class curriculum that is tailored to students' individual needs and supported by the very best resources. Working together with our partner schools in our trust, we will recruit, retain and train the very best staff, achieving excellence through collaboration.

Core values

- Be kind
- Be positive
- Be the best you can be

Elmstead Primary School

- Our team of teaching and support staff, school governors, parents and community all work together for the benefit of all our children.
- We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, achieve, and strive to become lifelong learners. We do this by providing a learning environment that is stimulating and challenging; a broad and balanced curriculum and by enabling each child to develop a 'Growth Mindset'.

- At Elmstead Primary School we expect everyone to show mutual respect and believe that everyone should be given opportunities to grow academically, socially, morally, culturally and spiritually.
  - We will encourage a 'Growth Mindset' in all members of the school community.
  - We will acknowledge effort and achievement.
  - We will compliment one another, celebrate and be inspired by others' successes.
  - We will be sensitive to each other's needs and encourage independence.
  - We will show our humanity whilst giving each other time and listening to one another.
  - We will greet each other with a smile and behave in a friendly way towards one another.
  - We will value good manners and presentation.

Our values

- Courage, Open-Mindedness, Nurture, Endeavour, Communication and Teamwork, we will help prepare children positively for life in modern Britain and promote democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Frinton on Sea Primary School

- Frinton-On-Sea Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and for the future.
- Through our engaging curriculum, we ensure that children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum, where individual talents can be spotted and nurtured to make sure that all children experience success and develop their full potential.
- The school has a dedicated team that works hard to reach high standards in everything we do, and this is further embedded through our successful relationships with parents, the local community, and the other schools in the local area. We firmly believe that education is a partnership between home and school and regard you as an active partner in your child's education and value your interest and support.

Great Bentley Primary School

Great Bentley Primary School is a successful growing school situated at the heart of the village of Great Bentley directly next to the train station. A wonderful state-of-the-art Key Stage 2 building was opened in September 2024 which houses our Key Stage 2 classes and permits the expansion of the school to two-form entry over the coming years.

At Great Bentley Primary School, our vision is to nurture and inspire children to become GREAT individuals by embedding these core values into their everyday learning:

- Growth Mindset: We encourage children to embrace challenges, learn from mistakes, and strive to improve every day. A growth mindset helps them develop resilience, a love of learning, and the confidence to achieve their full potential.
- Respect: We teach children to respect themselves, others, and everyone's property. This includes caring for their own belongings, being mindful of others' property, and communicating effectively by listening attentively and speaking with care.
- Empathy: We help children understand and care about how others feel. Empathy inspires kindness, understanding, and the courage to assist others when they need support.
- Aspiration: We inspire children to set ambitious goals and work diligently to achieve them. Aspiration helps them persevere through challenges, encouraging them to try their best and never give up.
- Teamwork: We show children the importance of collaboration and mutual support. Teamwork involves listening, helping, sharing ideas, and solving problems together.
- By living these values every day, we strive to help Great Bentley pupils grow into confident, caring, and capable individuals who are ready to make a positive difference in the world. The school has a dedicated team that works hard to reach high standards in everything we do and this is further embedded through our successful relationships with parents, the local community, and the other schools in the local area. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and for the future.

Hadleigh High School

- Hadleigh High School offers a caring, nurturing and secure setting that enables every member of our school community to be the best they can be in all that they do. Moreover, our relatively small size is an asset in ensuring that all our students are known as individuals.
- We are passionately committed to excellence for all and have high aspirations for ourselves, our students and the community we serve. Our intention is for our students to gain access to the best apprenticeships and universities in the country.

Our Core Purpose

- To improve the life chances of our students.

Our Mission

- To strive to be the best version of ourselves.

Our Vision

- All young people at Hadleigh High School, regardless of background or need, strive to be the best version of themselves through working hard, aiming high and being kind. They will make outstanding progress academically, secure excellent destinations post-16, and become well-rounded, happy individuals who go out into the world and make a difference.
- Our students are encouraged to be diligent learners, who are resilient and able to adapt to an ever-evolving world. They are able to question the world in which they live and learn how our

history and culture shape us. They take pride in their achievements and those of their peers, and have a strong sense of moral purpose.

- Our young people will achieve success as a result of our strong culture of unwavering high expectations, where all students are supported and treated as individuals. Our excellent pastoral care ensure all our students flourish through their personal development, positive habits and healthy relationships.
- The school has an uncompromising focus on securing the highest calibre staff, and will be a beacon of outstanding classroom practice. We will harness the power of our community, national networks and the benefits of being part of the Penrose Learning Trust.
- Our curriculum will be thoughtfully sequenced, balanced and aspirational, delivered by outstanding teachers who ensure the highest levels of progress. As a result, our students will be inspired to pursue excellence and embrace learning throughout their lives.

Our Core Values

- We expect all members of our school community to Aim High, Work Hard and Be Kind.

How to Apply

Application guidance

Please send completed application forms and letter to our HR Team, either by email to applications@penroselearningtrust.uk or by post to Penrose Learning Trust, East Bergholt High School, Heath Road, East Bergholt, Colchester, Essex, CO7 6RJ. Applicants will hear whether they are invited to interview by email or telephone shortly after the closing date.

To find out more about us, please visit our website or check us out on social media. If you wish to arrange a visit or have a conversation, please contact Suzy Ambler, Headteacher's PA – sambler@hadleighhigh.net

Closing date for applications is	6 November 2026
Interview dates are	12 November 2026
Job start	As soon as possible

Application and Candidate Selection Process

We will	
	Provide you with clear, accurate and timely information
	Give you the opportunity to ask questions
	Respond to enquiries promptly
	Adopt a fair and consistent assessment process
	Make sure you have all the information you need for interview
	Ensure all offers are fair and equitable
	Provide you with a full insight about what it is like to work for Penrose Learning Trust

In return we ask that you	
	Be honest about your experience, aspirations and any concerns you may have
	Provide open and accurate information when submitting your application
	Respond to enquiries promptly

Safer Recruitment Information for Applicants

Penrose learning Trust is committed to safeguarding and promoting the welfare of learners, the Trust expects all staff and volunteers to share this commitment.

We have a Trust Safeguarding and Attendance Lead and several policies and procedures that that contribute to our safeguarding commitment.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

Please be aware that we may need to share information whilst working in partnership with other agencies when there are concerns about a child's welfare.

We actively support government policies linked to Safeguarding, Prevent and data protection.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training

The selection process will include the exploration of the candidate's understanding of safeguarding matters

Pre- employment checks will be undertaken:

An enhanced DBS check is required for all successful applicants

Prohibition, overseas and section 128 checks will also be required

Two professional references will be required

A health questionnaire will need completing prior to starting work