



Active
Learning
Trust

Candidate Pack
Reading Mentor
May 2026



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Dear applicant



Thank you for your interest in joining the Active Learning Trust. I know that choosing where to build your career is a big decision, and before I share the details of the role, I want to tell you why this is such a special place to work.

At ALT, we do things differently. We are a values-led organisation that believes our people are our greatest strength. We invest deeply in the adults who work with us, because when we help our colleagues grow, our pupils thrive. Ours is a community built on trust, care and ambition – where every member of staff is encouraged to discover their strengths, take opportunities, and know that their work is shaping brighter futures for the children in our care.

We don't see education as just a system; we see it as a moral mission. Every day, our staff bring energy, compassion and commitment to their roles, united by the belief that every child deserves the very best. We stand alongside you with high expectations, professional development, and unwavering support so that together we can achieve extraordinary things.

If you share our values and our passion for making a difference, we would be delighted to hear from you. I look forward to the possibility of welcoming you into our Trust – a place where people matter, potential is nurtured, and purpose drives everything we do.

With warm regards,



Lynsey Holzer
Chief Executive Officer

Active Learning Trust

Overview

Our multi-academy Trust was originally established in 2012 and is currently made up of 1,600 staff across 21 schools in East Anglia, serving over 8,600 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care.

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

Our Team

Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

- We know our schools exceptionally well and we offer both honest reflection and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy central oversight and accountability.

Our People-First Philosophy

At Active Learning Trust, we invest in you from day one. We love working with specialists that are united by their skills and passion for shaping the future of education. We provide tailored coaching, leadership training and clear progression pathways that turn roles into fulfilling, lifelong careers. Guided by our values of open dialogue, bold thinking and supportive teamwork, we put your growth and well-being at the heart of everything we do - so you can focus on making a real difference in our schools and beyond.

Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



I aspire, we achieve



We're curious, creative and bold



A family, not a house share



Comfortable being candid



Humour, humility, humanity



“

ALT creates environments where professionals can be bold and courageous in their practice, bringing about excellent outcomes for both students and staff. Our students receive the best standard of education from practitioners who are motivated to give their best as they are supported by a Trust that treats all with humanity, humility and humour!

More personally, I'm grateful for the CPD and career opportunities presented to me, that have allowed me to grow from an NQT into a Headteacher in 8 years.

Louise Creed
Headteacher, The Albert Pye
and Ravensmere Schools Federation

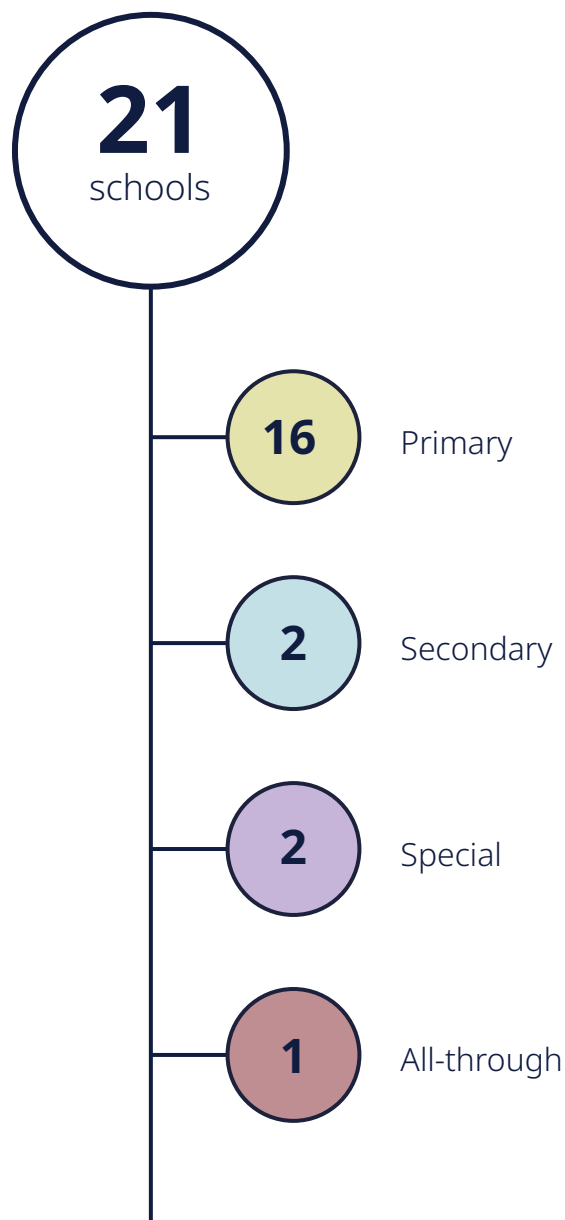
Our Schools

Active Learning Trust encompasses 21 schools across East Anglia – eight in Cambridgeshire, 12 in Suffolk and two in Norfolk.

Our schools fall naturally into three designated geographical sub-regions – Ipswich, Norfolk & North Suffolk, and mid Cambridgeshire. This allows the Trust to apply 'hub' level school-to-school support and collaborative working along with other mutually supportive arrangements. The synergy this creates has become a key way of working for our teams and continues to develop further over time.

For more information on our schools, please visit our website.

[View our schools](#)



Job Vacancy

Reading Mentor

Transforming confidence in reading, one pupil at a time

We are looking for a Reading Mentor to join the team at Cromwell Community College, delivering focused, high-impact support that helps students unlock their potential. This role centres on providing carefully planned one-to-one reading interventions using the Thinking Reading programme, alongside promoting a culture of reading for pleasure across the school. It offers the opportunity to see tangible progress in students' skills, confidence and engagement. We are seeking someone with strong literacy expertise, a calm and encouraging approach, and the ability to build positive relationships that motivate young people to succeed as part of a collaborative, supportive team.

Summary of Key Responsibilities

- Deliver structured one-to-one reading interventions using the Thinking Reading programme, including lesson planning, delivery and progress monitoring
- Conduct diagnostic and standardised assessments to identify needs and measure student progress
- Maintain accurate records of sessions, assessments and student outcomes
- Support and promote reading for pleasure, including managing library resources and monitoring borrowing
- Contribute to a positive learning environment and work collaboratively with colleagues to support student progress

Why Join Our Trust?

- Belong to a compassionate and inclusive trust that values you and the role you play.
- Join an experienced group of people that are fully dedicated to delivering the best for our children.
- Gain access to our VivUp employee benefit system, Cycle to Work scheme and local government pension scheme.

Contact

If you would like an informal discussion about the role, or for more info, please contact Vicki Walpole, Human Resources and Recruitment Officer, at: vwalpole@cromwell.cambs.sch.uk



**Cromwell
Community
College**

Location

Chatteris, Cambridgeshire

Contract

Full time, Permanent

Salary

ALT Grade E
£27,060 - £28,154 FTE

Start Date

To be confirmed

Interviews

To be confirmed

Job description

Reading Mentor

Salary: ALT Grade E
Academy Site: Cromwell Community College
Reporting to: Learning Hub Manager

Main purpose

To deliver targeted reading interventions to identified students, supporting their progress through structured one-to-one lessons and assessments.

To contribute to the development of reading for pleasure across the academy.

Duties and responsibilities

Reading Intervention

Assessment

- Administer standardised tests and one-to-one diagnostic assessments to identify students for reading programmes.
- Administer Thinking Reading diagnostic assessments to set starting points accurately and to monitor progress according to programme protocols.

Programme Delivery

Follow Thinking Reading protocols to:

- Plan lessons using Thinking Reading resources and guidelines.
- Prepare materials in advance of each session, so that sessions are executed quickly and fluently.
- Deliver 30-minute, one-to-one sessions to identified students.
- Keep accurate records of all session outcomes, including daily intervention notes.
- Administer whole-book reading assessments for students at the end of each programme, recording assessment outcomes as per the guidelines.
- Provide challenge and support to students, managing their behaviour, attitude and motivation to maximise student progress.
- Provide detailed insights into each student's progress in consultation meetings with the team leader.

Administration

- Ensure that all materials once used are returned and filed correctly for ready access by other associates.

- Ensure that all materials requiring photocopying, laminating or reproduction are produced and filed in a timely manner.
- Maintain the learning environment as calm, clean, tidy and attractive to promote students' security and enjoyment.

Professional Development

- Engage in continuing professional development through the Thinking Reading Schools Partnership programme.
- Meet the criteria for formal certification each year.

Reading for Pleasure Development

Administration

- Use the library software programme to catalogue and monitor book borrowing for a specified year group
- Administer and organise the library reading resources for a specified year group
- Promote, encourage and monitor the borrowing of reading books for a specified year group to develop the school Reading for Pleasure agenda.
- Fulfil requirements of all reading development plans in line with school priorities where appropriate

Professional Standards

- Maintain and uphold literacy standards including the use of Standard English in all communications.
- Develop and maintain effective working relationships with other staff and parents or carers.
- Encourage and promote inclusion, ensuring all pupils feel involved with tasks and activities.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced reading associates.
- Contribute to the maintenance of a safe and healthy environment.
- Maintain professional standards of conduct as required by all staff working with children in schools.
- Performing other such duties as may from time to time be thought appropriate by the Principal.

Generic responsibilities of all Active Learning Trust employees

- To consistently uphold the Trust's Aims, Visions and Values.
- To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the academies and Trust.
- To work with children and young people within the framework of the academy in a courteous, positive, caring, and responsive manner.
- To take an active and positive role in the Trust's commitment to the development of staff and review procedures, undertaking training as required.
- To act in a professional way that is consistent with the values and expectations of the Trust.
- To be responsible for promoting and safeguarding the welfare of children and young persons.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory

references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. It will be reviewed annually in conjunction with the appraisal process and planning for the next academic year. It will be reviewed, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Trust at the reasonable discretion of the Reports to Manager.

Person Specification

Reading Mentor

E = Essential / D = Desirable

Qualifications & Training		
Good basic education to GCSE level (a minimum of 5 Grade 4-9 at GCSE or equivalent).	E	
Able to demonstrate high level skills in both literacy and numeracy	E	
A relevant qualification in Childcare and/or Education		D
Commitment to meeting the annual certification requirements of the <i>Thinking Reading</i> programme	E	
Experience		
Experience of working with young people	E	
Experience of working with children in an educational setting	E	
Experience applying <i>Thinking Reading Schools Partnership</i> programme of similar structured literacy intervention training.		D
Previous experience of providing reading, writing and comprehension support to children / young people in a similar role		D

Skills and Knowledge		
Knowledge and understanding of: <ul style="list-style-type: none"> • The needs of young people • Equal opportunities • Safeguarding 	E	
Able to form and maintain appropriate professional relationships and boundaries with children and young people	E	
Knowledge of procedures for a range of tasks for assessing needs, developing action plans and supporting individual pupils needing additional assistance to overcome barriers to learning	E	

Ability and willingness to work as part of a team	E	
Ability to communicate effectively with a range of people	E	
Ability to explain tasks simply and clearly and foster independence.	E	
Ability to assist children on an individual basis and in small group work	E	
Ability to supervise students, and adhere to defined behaviour management policy	E	
Accept and respond to authority and supervision	E	
Ability to work with guidance, but under limited supervision	E	
Liaise and communicate effectively with others	E	
Demonstrate good organisational skills	E	
Reflect on and develop professional practice	E	
Knowledge and understanding of: <ul style="list-style-type: none"> • The different ways in which children learn • The roles played by various adults in education • Behaviour management strategies 		D
Ability to monitor, record and make basic assessments about individual progress		D
Suggest alternative ways of helping children if they are unable to understand		D
Describe, in simple terms, the process of behaviour management with children		D
Identify gaps in their own experience that they need help in filling		D
Demonstrate the ability to learn and adapt from past experience		D
Knowledge and compliance with policies and procedures relevant to health and safety and child protection	E	
Able to interpret information and situations and will solve varied problems and develop solutions but will have access to line manager for unusual or difficult problems	E	

Personal Qualities		
Embodies of the Active Learning Trust's values: <ul style="list-style-type: none"> - I aspire, we achieve - We're curious, creative and bold - A family, not a house share - Comfortable being candid - Humour, humility, humanity 	E	
Commitment to uphold the seven principles of public life (the Nolan principles) at all times	E	
Commitment to maintaining confidentiality at all times	E	
Equal Opportunities		
Commitment to inclusion, equality and diversity	E	
Safeguarding		
Commitment to safeguarding and promoting the welfare of children and young people.	E	

Application Process

How to Apply

You can browse and apply for all Active Learning Trust vacancies by clicking the link below to access our recruitment platform. Once you have found the corresponding vacancy, click on the 'Apply Now' button to begin your application. You can save your application and return to it at any time. Please ensure you have completed and submitted your application before the deadline shown on the job advert.

[View current vacancies](#)

Hints and Tips

To increase the chance of your application being considered for the role, please follow these steps:

- Use the Person Specification document to write your application. Consider using the headings and give examples where possible.
- Check for punctuation and grammar errors.
- Ensure your first referee is from your current or most recent employer. If you are employed within a school or academy, ensure you list your Headteacher as your first referee.
- All gaps in employment history must be explained. This should start from the date you left full-time education, including the summer holiday.



Useful Information

As an equal opportunities employer, we welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

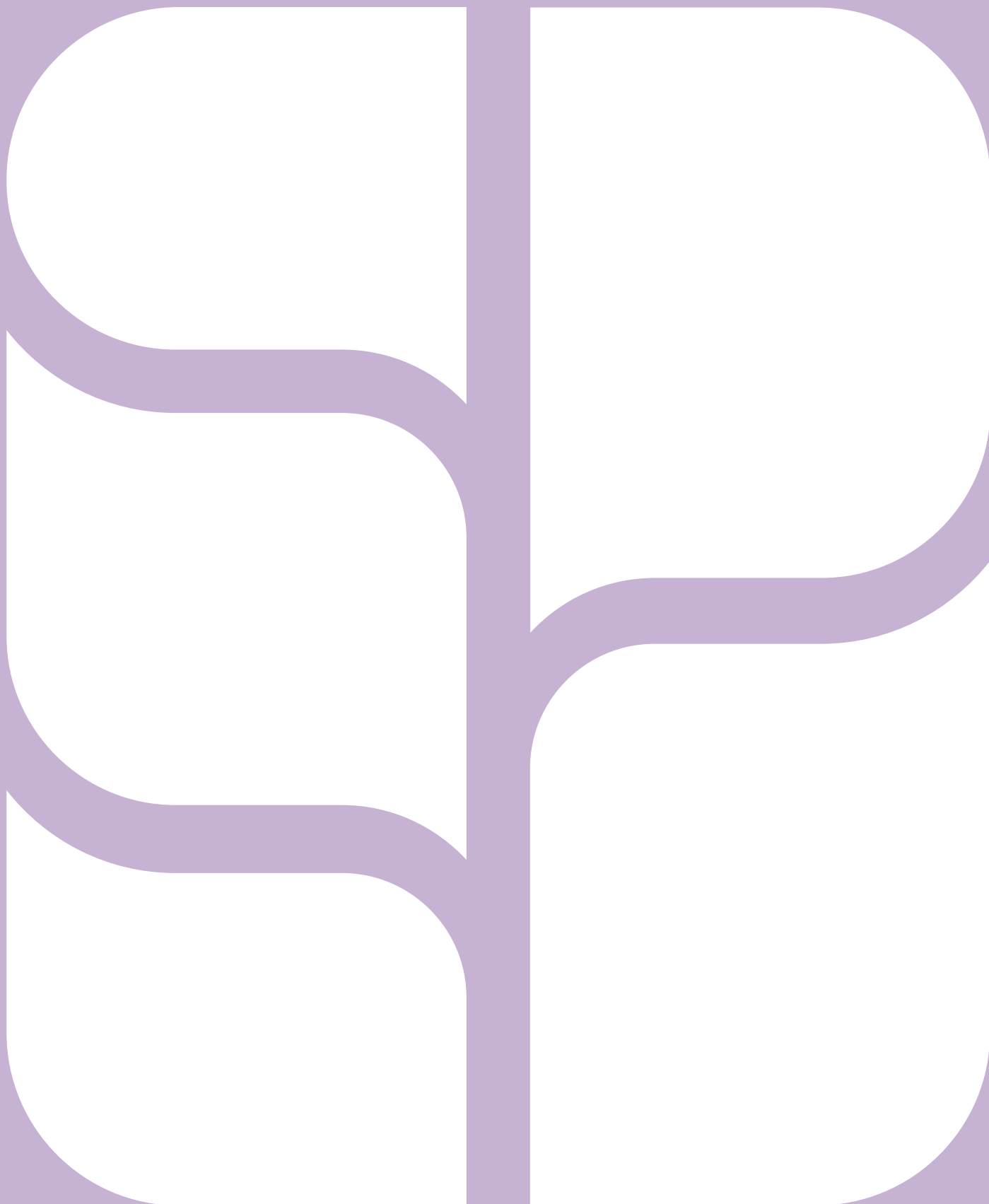
No CVs are accepted in line with requirements of Keeping Children Safe in Education, therefore all applications are required to be completed using the MyNewTerm platform.

The Active Learning Trust reserves the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject to pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance in line with the need to create and maintain a safe culture. Please be advised that references may be requested prior to interview for roles within our academies, where permission has been given to do so via MyNewTerm.

Candidates are advised that, if shortlisted for interview, they will be subject to an online search of information in the public domain.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.



www.activelearningtrust.org