

Education Pathways Students Lead

Job applicant
pack

August 2026



Refugee Education UK

Thank you for considering a role at REUK

“At Refugee Education UK (REUK), we’re all about equipping young refugees to build positive futures by thriving in education.

As we endeavour to build a kind and competent team, we recognise that a candidate's previous experiences, exam grades and job titles are not the full picture and therefore consider the impact of the context in which a candidate has worked or studied. We are committed to tackling the barriers which prevent people from accessing and enjoying equal opportunities and are doing our best to become a more actively anti-racist organisation.

Please read on to find out more about this particular role and do get in touch if you'd like to chat things over before applying.

Thank you for your interest in joining our team.”

Catherine Gladwell, CEO

Key details

Job title	Education Pathways Students Lead
Hours	Full time or 4 days per week
Salary	Band B (range £41,200 - £49,440) (NB as per REUK's remuneration policy, a post holder would ordinarily start towards the bottom of the band - precise start point determined by experience - and progress up the band increments year on year)
Contract	One year with potential extension
Location	REUK's Head Office in North West London. The post holder will be expected to work in-person at least 3 days per week. Regular travel to locations across the UK will be required, and the post-holder must be willing to travel internationally occasionally if needed.
Reports to	Education Pathways Lead
Closing date	9am Wednesday 2nd September 2026 Interviews for shortlisted candidates will be held week beginning 7th September with a view to starting as quickly as possible.
How to apply	See page 21 of this applicant pack. (Please ensure that you have fully read this applicant pack before applying.)
Other essential information	Please note that you must have the right to work in the UK for the duration of this contract. As the role involves regular contact with children and vulnerable young people and their data, the successful candidate will have to undertake a DBS check and all those invited to interview will be required to complete a self disclosure and provide reference details.

An introduction to REUK

An overview of
REUK's work,
values and ethos

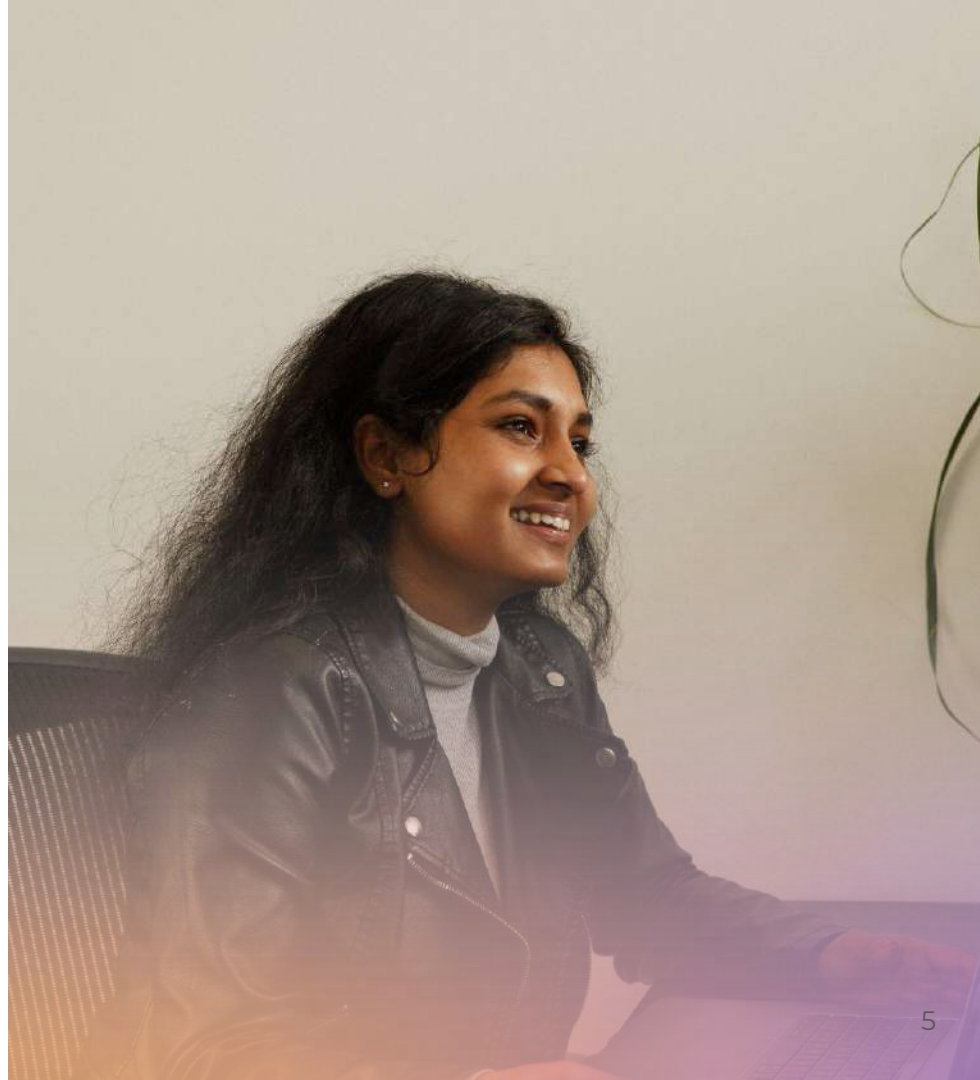
Our mission

At [Refugee Education UK](#) we are working towards a world where all refugee and asylum-seeking children and young people can access education, thrive in education, and use that education to create a hopeful, brighter future.

Our work is structured around three key goals - doing all we can so that, as a result of our efforts:

- **Young refugees will be better able to access education, from primary school to university**
- **Young refugees will achieve better academic and psychosocial outcomes**
- **Education systems will be environments where young refugees are welcomed and enabled to thrive**

REUK has grown from a small volunteer-led local project into a national organisation supporting thousands of refugee and asylum-seeking children and young people across the UK every year.



Our work

In order to achieve our goals, our work is organised around 3 core pillars:

Education Access: This pillar brings together our work getting refugee children and young people through the door of education in the UK, from primary school to university, and incorporates our national education advice line and our access to schools, further education and higher education streams of work.

Education Thriving: This pillar brings together our work supporting refugee children and young people to thrive academically and psychosocially once in education, and incorporates our education orientation programmes, educational mentoring, study clubs and social and emotional learning.

Education Change: This pillar brings together our work influencing policies, structures and improving educational practice, and incorporates our research, youth leadership and advocacy, policy and training.

Our ethos

REUK was started as a small, local project in north west London by a group of volunteers from a local church who believed that one of the practical outworkings of the Christian faith is to welcome, dignify and support those who have been displaced.

Today, as a national charity, we remain committed to the importance and relevance of our Christian ethos in our values, behaviours and decision-making.

We respect the role of faith in people's lives and enjoy learning from the wide range of beliefs and religious backgrounds represented by our diverse staff team. We work indiscriminately with young refugees from all faith backgrounds and none.

Our values

Our team is united around the values which underpin our work:

A foundation of hope

We have a deeply held belief in hope – in good times and in bad - and invest in education as a practical demonstration of our belief in the potential for hopeful futures.

Valuing the individual

We believe that each person is precious and should be treated with kindness and dignity. We honour and respect everyone we work with – young people, colleagues and other professionals - and practice self care within our team, doing our best to work from place of rest and peace.

Changing the landscape

We know that structural change is needed. Together with the young people we work with, and have worked with, we conduct research, make policy recommendations and train others – in the hope that one day our work will no longer be needed.



About the Education Pathways Students Lead role

Role outcomes
and person
specification

Role background and overview

Thank you for your interest in joining Refugee Education UK (REUK) as our Education Pathways Students Lead. Reporting to the Education Pathways Lead, this exciting new role sits within REUK's Education Pathways work. This has been in a pilot phase for the last few years and is rapidly growing now that the UK government has made a commitment to expanding safe and legal routes to higher education in the UK for refugee students.

Once a student is selected for participation and offered a university place, this postholder becomes their core anchor and primary REUK point of contact. This role oversees the entire student journey—from pre-departure preparation and arrival orientation to ongoing academic support, psychosocial wellbeing, community building on campus and monitoring of student outcomes.

The postholder will work alongside the newly created Education Pathways Universities Lead. While the Universities Lead focuses on institutional partnerships, you will focus on the student support side of the pathway: equipping university welcome groups to develop integration plans, pairing scholars with academic mentors (with support from REUK's educational mentoring team), building a vibrant national student network, and providing hands-on casework escalation when complex issues arise.

This is a critical role within a small, high-capacity specialist unit within REUK. Because this is an emerging and new area of work you must be comfortable working with risk and ambiguity, refining and learning rapidly as parameters evolve. You will be a versatile practitioner - equally skilled at designing cohort orientation programmes and delivering student workshops as you are at managing administrative workflows, tracking student outcomes, and delivering compassionate, individual casework support.

Role outcome 1:

Refugee Education Pathway students transition smoothly into UK higher education through comprehensive pre-departure guidance, arrival orientation, and holistic onboarding

To this end, key responsibilities include:

- Serving as REUK's primary point of contact for scholars in the months immediately preceding travel, delivering pre-departure briefings and managing expectation-setting.
- Supporting the Education Pathways Lead to recruit, select and match eligible students.
- Coordinating arrival logistics and initial orientation in close collaboration with partner universities and campus welcome groups.
- Establishing clear, trauma-informed onboarding protocols to help students adapt quickly to the academic and cultural environment of UK universities.
- Designing and delivering (in collaboration with young refugees who participated in the pilot pathway) high-quality orientation resources, toolkits, and interactive induction sessions tailored to the unique practical and psychosocial needs of newly arrived refugee students.
- Working alongside the Universities Lead to conduct campus visits to ensure scholars are safely settled and Welcome Groups are offering appropriate integration support

Role outcome 2:

Scholars thrive academically, socially, and emotionally through tailored REUK-added support structures, mentorship, and peer networks

To this end, key responsibilities include:

- Supporting the Universities Lead in training campus welcome groups (staff, student unions, and peer volunteers) and maintaining ongoing liaison to ensure high-quality local support.
- Overseeing REUK's added-value support framework, including:
 - Sourcing, matching, and managing academic mentors for students on the programme;
 - Facilitating a vibrant, national network for education pathway students, organising regular in-person and online meet-ups and peer connections, as well as referrals to REUK's refugee student leadership programme;
 - Providing occasional direct, high-level casework support and conflict resolution when complex student welfare, academic, or integration issues are escalated from universities to REUK.
- Fostering an empowering community environment that prioritises student agency, mental health, and long-term wellbeing throughout their studies.

Role outcome 3:

Student support operations, cross-team coordination, safeguarding and administrative processes are managed efficiently and self-sufficiently

To this end, key responsibilities include:

- Managing all student-facing administrative processes, communication channels, and record-keeping systems independently without junior administrative support.
- Working in close alignment with the Universities Lead to ensure institutional arrangements and campus support delivery are fully synchronized.
- Maintaining robust safeguarding and data protection protocols across all student casework, communications, and interactions.
- Liaising with external specialist organizations (e.g., legal advisors, healthcare providers, mental health services) when complex casework exceeds standard university support.

Role outcome 4:

Student progress and outcomes are robustly evaluated and clearly communicated, contributing to programme learning and REUK's wider mission

To this end, key responsibilities include:

- Reporting directly to the Education Pathways Lead and Chief Executive on cohort wellbeing, retention rates, academic progress, and key student outcomes.
- Designing and implementing (with the support of REUK's Research Manager) student feedback mechanisms, regular check-ins, and longitudinal evaluation frameworks to track scholar progression.
- Supporting grant reporting and contributing qualitative impact stories and student reflections for funders, communications and organisational learning.
- Working alongside the Youth Advocacy Manager to provide Education Pathways students opportunities to engage with our Refugee Changemakers team
- Feeding student-led insights and operational learning into REUK's broader research, policy, and systemic change work to improve refugee education nationwide.

Person specification

To deliver the role's outcomes, the postholder will be required to possess the following competencies (skills, behaviours and experience)

Person specification (required competencies)

Although each role requires particular competencies (see 4 below), we seek staff members - irrespective of role - who are willing and able to demonstrate core competencies related to 1) character and values, 2) personal working style and 3) team working.

1) Character and values

- **Integrity:** Earns trust, maintains confidences, speaks plainly, truthfully and kindly, takes responsibility and apologises for their mistakes and demonstrates humble confidence.
- **Values-led:** Is able to articulate their own values and is aligned with REUK's values (a foundation of hope, valuing the individual and changing the landscape).
- **Willing and able to lead in line with REUK's Christian ethos:** Whether Christian or not, understands and engages with the importance and relevance of REUK's Christian ethos in our values, behaviours and decision-making. Ensures that REUK's Christian ethos is embedded and outworked in all aspects of REUK's work
- **Mission-driven:** Is committed to and motivated by REUK's mission of enabling young refugees to build positive futures by thriving in education, seeking to ensure that young people's perspectives are heard and valued.
- **Stewardship:** Appreciates and honours the mission and resources that have been entrusted to our team, seeking to be wise and generous stewards of our time, money, gifts and skills.

2) Personal working style

- **Self care:** recognises their limitations and has developed and practices effective self care to avoid burnout, including the ability to maintain appropriate boundaries in order to keep workload at a sustainable level.
- **Self management and prioritisation:** plans their time well, displays flexibility and prioritises wisely when juggling competing tasks, deadlines and work streams, manages high pressure situations and maintains attention to detail while keeping sight of the bigger picture.
- **Self-awareness:** works well independently, asks appropriate questions to make evidence-informed decisions and is confident to make such decisions on their own whilst recognising when it is appropriate to seek advice, input and/or support from others.
- **Motivation:** committed to excellence and seeking to work to the best of their ability for the benefit of REUK and those we serve.

3) Team working

- **Contributes to a kind, other-focussed organisational culture** by taking time to build relationships with colleagues, speaking affirmingly of others, being helpful, kind, generous and sensitive to their needs, celebrating and enjoying life together, and participating actively in relevant meetings.
- **Communication skills:** Communicates clearly, appropriately, promptly and warmly - both verbally and in writing.
- **Cultural competency:** Is sensitive to cultural differences and behaves respectfully and appropriately in a multicultural team.
- **Willing and able to work in line with REUK's brand and our policies and procedures,** including safeguarding, EDI (equality, diversity and inclusion) and data protection.
- **Ability (or willingness to learn how) to use the technology required for effective team working,** including email, online meeting forums, shared calendars and drives and case management tools.
- **Mutual coachability:** Gives and receives constructive feedback kindly, calmly, honestly and humbly, demonstrating a willingness to learn and grow personally and to invest in the development of others.

4) Role-specific competencies

- **Student support and safeguarding:** Proven track record of delivering direct support, pastoral care and complex casework for displaced young people or international/refugee students in higher education and supporting others to do the same.
- **Training and resources:** Experience designing and delivering transition, orientation, or onboarding programmes that support cross-cultural adaptation and academic readiness.
- **Volunteering management:** Strong experience in recruiting, training and supporting volunteers and volunteer groups (e.g., akin to academic mentors or campus welcome groups).
- **Network and community building:** Skills in facilitating student-led networks, organizing cohort events/meet-ups, and building inclusive peer-to-peer support spaces.
- **Operational self-sufficiency and willingness to travel:** High level of personal organization, ability to manage admin independently without junior support, and willingness to travel regularly across the UK.
- **Knowledge of education pathway models:** Familiarity with international refugee education pathway models (such as Canada's WUSC; Australia's RSSP/SkillPath and or others operating in Japan, Italy, Ireland etc).
- **Knowledge and understanding of refugee tertiary education and the needs of resettled refugees more broadly:** Strong understanding of the systemic barriers faced by refugee students in higher education both in the UK and internationally in first countries of asylum, as well as the support needed on resettlement to a third country.
- **Student participation:** Deep understanding of the principles of youth or student leadership and co-production, with the ability to embed these meaningfully across the education pathway
- **Interpersonal skills:** An ability to build and maintain positive, warm and confidence inspiring working relationships with internal colleagues and external partners and stakeholders, including in complex situations.
- **Communications:** Outstanding verbal and written communication skills, including ability to appropriately communicate nuance and complexity; confidence communicating with and presenting to a variety of audiences.

Terms, conditions and how to apply

Equality, inclusion and representation

We are an equal opportunities employer and we want **all** staff members to know that they are welcomed, respected and included at REUK, able to do their jobs free of discrimination.

At REUK we work with young people from forced migration backgrounds, the majority of whom have experienced racism.

We recognise the positive impacts for young people of engaging with professionals who represent them, both in terms of relevant lived experience and racial identity. Furthermore, we recognise the wider benefits of this diversity to REUK and want to play our part in addressing racial injustice within our sphere of influence.

Therefore, another key priority in our recruitment decision-making - in addition to our overarching goal of employing kind and competent people with integrity - is to increase the racial diversity of our team and to grow the number of those with lived experience of forced migration and/or lived experience of navigating the educational and wellbeing barriers regularly faced by the young people we serve.

Promoting equality and inclusion in our recruitment processes

As we endeavour to build a kind and competent team which better represents the young people we serve, both in terms of lived experience of forced migration and racial diversity, we recognise that not everyone will have had equal opportunities to access and thrive in prior education and employment and that exam grades and previous job titles are not therefore the full picture. We are committed to breaking down barriers to inclusion by making our recruitment processes as accessible and equitable as possible, including by involving a diverse range of perspectives in shortlisting, progressing as many people as possible to face-to-face interviews and offering appropriate on-the-job training and support to new joiners.

If you require reasonable adjustments in order to carry out the role or attend an interview at REUK due to a disability, caring responsibilities or any other reason, please give details in your cover letter or get in touch with Emily Bowerman, Deputy Chief Executive, (via jobs@reuk.org) to discuss further.



How to apply

Apply by 9am Wednesday 2nd September 2026. Please submit your CV and responses to these questions [via CharityJob](#).

1. Why you would like to work at REUK generally and undertake this role specifically? (Max 300 words)
2. Why you think your skills and experience make you a good candidate for this specific role (with reference to the role-specific competencies outlined on page 17)? (Max 500 words)

On CharityJob, we will also ask you to:

- state your current notice period/when you would be available to start the job if you would offered it,
- tell us if you would prefer to work 4 or 5 days per week,
- confirm that you can be in person in the London office at least 3 days per week and travel regularly across the UK,
- confirm that you have the legal right to work in the UK for the duration of this contract and that should you be invited to interview or offered the role, you can provide original documentary evidence or a Home Office share code to prove your right to work.

Generative AI

We understand that some candidates may choose to use generative AI tools to support their application. While this is acceptable, please note that we will run all applications through AI-detection software. Applications with very high indicators of AI-generated content will score lower, particularly where responses lack originality or personal insight. As this role involves producing high-quality written materials that reflect REUK's voice and values, the ability to write clearly and authentically without reliance on AI is essential.

Terms and conditions

For working location and salary please see Key Details at the beginning of this application pack. The package also includes **25 days annual leave** (pro rata for days and contract length), **a workplace pension** after 3 months of employment (**with 5% employer contribution**) and **health cover** following the successful completion of probation.

In line with our safer recruitment policy, the successful candidate will have to undertake a **DBS check** and all those invited to interview will be required to complete a declaration of suitability and provide references.

