



THE
PRIORY
SCHOOL
TRUST

Application Pack

LSA – (Learning Support Assistant)

As a 3-16 through school at the heart of the community of St Martins, we are able to deliver child centred, individually tailored education because of our small size and unique position in the community.

The family ethos of the school surrounds all who work and study here creating a safe, supportive and nurturing environment. We value academic progress and social development equally.

Our children are individuals, respected for their differences and celebrated for their strengths. Within this caring family environment our children feel confident to push themselves to achieve the best they can, they enjoy an exciting and sometimes daring curriculum which challenges and stretches them. We love our school and we hope when you visit you will too.



St Martins School

3-16 Learning Community

Thank you for the interest you have shown in our school. St Martins School is a very special place to work. We deliver child-centered, individually tailored education because of our small size and unique position in our community. This family ethos surrounds all who work and study here, creating a safe, supportive and nurturing environment. This is an exciting time in the development of our school and I hope you will agree that this role will present you with real challenges and opportunities. I very much hope that, after reading the information below you will feel that you want to play your part in our process of rapid improvement and innovation, securing progress and achievement for all our students.

The Context

North West Shropshire is a rural area with a mining heritage. It is located on the Welsh border with easy access to the Welsh hills. Many staff live in the surrounding countryside while others take advantage of the fact that historic urban areas such as Shrewsbury and Chester are in comfortable commuting distance. Liverpool is just 1 hour away. Oswestry, a thriving market town, is five miles from the school. The area offers a wide variety of attractive housing at prices which compare favourably with other parts of the country.

The School

St Martins School has undergone a transformation over the past five years. New new leadership, new buildings and facilities, new 'through school' and now our new academy status with the Priory School Trust. We work in collaboration with two of the most successful schools in the country. Firstly, The Priory School, our academy partner, and we also continue to work with Moreton Hall School, the leading non-selective school in the country. We are delivering a community curriculum across all our feeder schools, which supports KS2 teaching with exciting projects taught by secondary subject specialists. This work is in addition to the 'cross phase' teaching that already takes place within our school, which enables:

- Sharing examples of good pedagogy between phases
- Enhancing continuity between the phases
- Developing an all through school ethos

REPORT CARD

- » Headteacher: Sue Lovecy
- » Age 3-16 through school
- » Location: Rural Shropshire
- » 540 students including nursery
- » 32 teachers and 14 teaching assistants
- » Became an Academy with The Priory School Trust in September 2016
- » Rapidly becoming the school of choice in the local area



Our mission as part of the Priory School Trust.

We build an education for our students such that they are:

- selfless
- self-assured
- successful

The following ethos is a commitment shared by staff and governors. We will:

- Recognise and foster academic ability so that individual excellence can be achieved.
- Deliver the highest quality teaching, enabling children to maximise their potential throughout their learning journey 3-16
- Create a family ethos of safety, support and nurture where respect for each other is a given
- Create an inclusive environment where children of all abilities and backgrounds make a positive contribution to school life and the wider community
- We will encourage children to think independently and make informed decisions enabling them to have high aspirations about their future
- We will work with children and families in constantly reviewing progress and supporting differing developmental needs

This is an incredibly exciting time as we further develop and maximise the value of being an all through school through the development of the three phases across the school to create synergy, whilst continue to be at the centre of our community and deliver our Community Curriculum with a feeder primary schools

Student Support at St Martins School

This job is an excellent opportunity for an enthusiastic and committed individual to join an 'all through' team making a real difference to our students.

The role will require you working with teaching staff in order to provide pupils with the level and type of support needed. This could be individuals or groups of pupils during independent and/or group work, which includes challenging the more-able and supporting the less able.

The position will involve liaising and working with staff, students and parents across our all through school.

As a school we seek:

- An outstanding individual with excellent planning and organisational skills.
- A person with vision and initiative
- An enthusiastic and committed individual, able to motivate and inspire young people
- An individual with a 'can do' approach willing to make a significant contribution to the life of the school

St Martins School can offer you:

- » Excellent resources and facilities
- » An enthusiastic and supportive team of staff, parents and governors
- » Students that strive to be successful, self assured and selfless
- » An excellent opportunity to develop your career across a successful MAT

“An excellent school with hard working staff who all have my children’s best interest at heart. They develop their emotional and social development as well as their academia”
parent

Person Specification



A detailed person specification is enclosed. It is the criteria set out in this document that will form the basis of our short listing and appointment. They are designed to help you decide whether you could be the person we are looking for. This person will be an individual who is fully committed to working with our students and our staff team to help create a genuinely inclusive school in which the focus is on maximising achievement for everyone.

D.B.S. – Disclosure Process

This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant(s) may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post. *This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.*

The Application

In your application you should:

- complete the enclosed application form
- write a letter of application of not more than 1 side of A4 explaining how you would contribute to our all through school

Before or after making your application, you are welcome to contact the school for further information or to arrange a visit. Please telephone 01691 776500 or email reception@stmartins3-16.org

Applications should be returned by end of school (3.30pm) on Friday 22nd May 2020.

Successful applicants will be contacted via email and will be required to attend a one-day interview. The interview day will involve a range of activities including an interview, supporting students in a classroom and a IT task.

Thank you for your interest in this post. I look forward to hearing from you.

Sue Lovecy
Head of School

LSA (Learning Support Assistant) – Grade 3

Person Specification

Personal Qualities	Status	Source of Evidence
The passionate belief and determination that all students are capable of success	Essential	R, I
Be a team player who is able to adapt and play an active part in the journey of St Martins School	Essential	R, I
Flexibility, empathy and a sense of humour	Essential	R, I
The ability to build positive relationships with students and the wider community, from all backgrounds	Essential	R, I
Indefatigable energy and resilience	Essential	R, I

Qualifications and Experience	Status	Source of Evidence
Good level of GCSE (or equivalent) education including Maths and English	Essential	A, C
Successful experience of working in an educational setting, youth work or in voluntary activities	Essential	A, C, R
First Aid qualification or willingness to complete the training	Essential	A, C
Teaching Assistant Induction Training	Desirable	A, C
Specialist skills, training or experience e.g. Maths	Desirable	A, I

Knowledge and Understanding	Status	Source of Evidence
An interest in and commitment to inclusive 'all through' education	Essential	A, R, T, I
Good IT skills including Microsoft word and excel.	Essential	A, R, T, I
Have a genuine interest in seeking out new knowledge, and be able to present this to students and staff	Essential	A, R, T, I

Skills	Status	Source of Evidence
Excellent communication skills.	Essential	A, R, L, I
Ability to relate well to children and adults	Essential	A, R, L, I
Good planning and organisational skills	Essential	A, R, T, I
The ability to work successfully with colleagues from across the through school	Essential	A, R, I

A	Application	R	Reference	T	Tasks
C	Document Check	L	Observed Lesson	I	Interview

JOB DESCRIPTION

**JOB TITLE: LSA (LEARNING SUPPORT ASSISTANT)– THROUGH SCHOOL GRADE: 4 HOURS: 26
HOURS
SALARY RANGE: POINTS 4
WORKING YEAR: TERM TIME ONLY**

GENERAL INFORMATION

Work under the guidance of the teaching staff and nominated LSA, and within an agreed system of supervision, to implement agreed work / care / support programmes with individuals or groups, in or out of the classroom.

PRINCIPAL DUTIES AND RESPONSIBILITIES

1. Support for Pupils

- a) Attend to pupils' personal needs, and assist with the development and implementation of One page profiles, pupil centred plans / Behaviour / Support / Mentoring Plans.
- b) Supervise and support pupils, including those with special needs and disabilities ensuring their safety and access to learning.
- c) Provide early interventions
- d) Establish constructive relationships with pupils and interact with them according to individual needs.
- e) Promote the inclusion and acceptance of all pupils.
- f) Encourage pupils to interact and work co-operatively with others, and engage in learning activities.
- g) Set challenging and demanding expectations for pupils, and promote self – esteem and independence.
- h) Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- i) Use specialist skills / training to support pupils

2. Support for the Teacher

- a) Assist with the planning of learning activities.
- b) Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- c) Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- d) Monitor pupils' responses to learning activities and accurately record achievement / progress as directed.
- e) Establish constructive relationships with parents / carers.
- f) Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- g) Maintain records as requested.
- h) Administer routine tests, invigilate exams, and undertake routine marking of pupils' work, accurately recording achievement / progress. In line with agreed marking policy
- i) Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

- j) Provide general clerical / admin. support e.g. administer coursework, produce worksheets for agreed activities, photocopying, typing, filing etc.

3. Support for the Curriculum

- a) Support pupils in understanding instructions.
- b) Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- c) Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
- d) Support pupils in using ICT, and develop pupils' competence and independence in its use.
- e) Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activities, and assist pupils in their use.

4. Support for the School

- a) Be aware of and comply with policies and procedures relating to child protection, E – safety, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- b) Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- c) Contribute to the overall ethos / work / aims of the school.
- d) Appreciate and support the role of other professionals.
- e) Attend and participate in relevant meetings as required.
- f) Participate in training and other learning activities and performance development as required.
- g) Undertake annual appraisal in line with the school's policy.
- h) Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

Undertake any other duties as directed that would reasonably be expected of the post holder.

Information About the Trust

THE PRIORY SCHOOL TRUST

Thank you for expressing an interest in working within our Trust. Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School (which acts as the lead school in our sponsoring MAT) and St Martins, a 3-16 school in North Shropshire. In July 2017, we were joined by Coleham School, a 4-11 school in Shrewsbury. The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

“The value of the individual, the benefit of the team”

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we, in turn, look to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful.



Sue Lovecy, Head of School



Michael Barratt, Executive Principal