Shrewsbury Academy

part of the Marches Academy Trust

LIBRARIAN AND SCHOOL SUPPORT OFFICER

RECRUITMENT PACK

November 2026

shrewsburyacademy.co.uk SY1 4LL ShrewsburyAcademy

Meet our Co-Headteachers



Amy Chevin-Dooley and Natalie Rock
Co-Headteachers, Shrewsbury Academy

Welcome to Shrewsbury Academy.

We are delighted to be leading our school at such an important and exciting point in its journey. We share an unwavering belief that every child deserves an exceptional education, a genuine sense of belonging and the opportunity to achieve more than they ever imagined possible.

Our ambition is simple: *A school where every child belongs and learning is at the heart of everything we do so that children can achieve more than they imagined possible.*

A school that our children, families, staff and wider community are proud to call their own.

Our values, **Be kind. Aim high. Embrace learning.**, shape the culture we are building. We believe that kindness and high expectations go hand in hand. Every child should be known, understood, supported and challenged. We will never lower our ambitions for young people, but we recognise our responsibility to provide the teaching, care and support that enable every child to succeed.

We are placing learning firmly at the centre of school life, with a renewed focus on strong foundations in reading, writing, communication, mathematics and knowledge. We want our children to become confident, articulate and curious learners who think critically, embrace challenges and develop a lifelong love of learning. Alongside academic achievement, we are committed to providing rich experiences, broadening horizons and opening doors to exciting futures.

We are equally ambitious for our staff. We are building a school characterised by strong relationships, professional trust, collaboration and a shared commitment to excellence. We want colleagues who believe in the potential of every child, who are passionate about their craft and who want to help shape something truly special.

Above all, we believe a great school is a pillar of its community. Our vision is to create a place of connection, opportunity and pride, where families feel welcome, children flourish and staff are proud of the difference they make.

This is a significant opportunity to be part of our school's next chapter. We are looking for people who share our ambition, embrace the challenge of improvement and want to make a lasting difference to the lives of our young people.

We look forward to welcoming you and sharing our vision for the future.

Job description



Post title
Librarian and School Support Officer

Salary
Grade 6, SCP 7 - 11

Hours of work
32.5 hours per week, term time plus 2 days

Post status
Permanent

We offer

- An enriching curriculum and learning experience for our young people.
- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway Career development opportunities including funded NPQ qualifications.
- An enthusiastic and supportive team of staff, parents and governors.
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Benefits including funded counselling, physiotherapy, assess to GP consultations and other medical support.
- Laptop for work and personal use.

Purpose

The Marches Academy Trust is committed to ambitious, inclusive education in which every child belongs, learns and achieves. Shrewsbury Academy is guided by its values of **Be kind. Aim high. Embrace learning.** We are committed to being a school where every child belongs, learning is at the heart of everything we do, and high expectations, strong relationships and the right support enable every child to achieve more than they imagined possible. Reading is central to pupils' achievement, independence and wider life chances.

Why this role above others?

•A supportive environment with an experienced team where you will be invested in and valued.

•A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust.

•A varied day with different experiences and challenges.

Any questions in regard to the role can be raised with, Sarah Downward on sarah.downward@shr.mmat.co.uk ahead of the closing date: 7th December 2026

Responsible to:

Assistant Headteacher

Outline of role:

To lead an agile, visible and inclusive library service that creates and sustains a strong culture of reading across the whole academy site. The postholder will take books, reading and library expertise beyond the physical library, working directly with pupils, staff, families and curriculum teams to increase participation, reading for pleasure and access to high-quality texts. The role will also provide accurate administrative support for the academy recognition system and scheduled reception cover across the week, contributing to an efficient, welcoming and well-organised school.

Main Duties

- Champion reading for pleasure and the value of reading across the academy, maintaining a highly visible presence beyond the library.
- Develop and deliver an annual programme of reading campaigns, themed activities, competitions, displays, author engagement, book groups and celebration events.
- Work with English, literacy, SEND and curriculum colleagues to connect pupils with ambitious, age-appropriate and accessible texts linked to interests, curriculum learning and identified need.
- Create targeted approaches that engage reluctant, less confident and developing readers, while extending confident and enthusiastic readers.
- Recruit, train and support pupil librarians, reading ambassadors and other pupil leaders so that pupil voice shapes the reading offer.
- Promote reading through tutor time, assemblies, classrooms, social spaces, events, communications and family or community engagement.

Library services and resources

- Manage the day-to-day operation of the library and develop it as a welcoming, purposeful and inclusive space for reading, study, research and enrichment.
- Select, acquire, catalogue, classify, issue, return, maintain and withdraw resources, using the academy library management system accurately.
- Maintain a relevant, diverse and well-balanced stock that reflects pupils' ages, interests, identities, reading levels, curriculum needs and safeguarding considerations.
- Monitor borrowing, participation, stock use and pupil feedback, using evidence to identify gaps, target activity and demonstrate impact.
- Manage the library budget and resources responsibly, securing value for money and maintaining accurate records.
- Provide guidance to pupils and staff on book choice, information literacy, research skills, copyright, source reliability and responsible use of information.
- Ensure the library, mobile collections, displays and resources are orderly, attractive, accessible and safe.

Recognition system administration

- Provide accurate and timely administrative support for the academy recognition system, including maintaining records, processing awards and supporting agreed recognition cycles.
- Produce certificates, communications, reports, lists and resources for assemblies, events and pupil celebrations.
- Check the quality and completeness of recognition data, follow up anomalies with relevant colleagues and maintain confidentiality.
- Monitor patterns of participation and support leaders to ensure recognition is inclusive, consistent and reaches pupils across the academy.

- Support the practical organisation of celebration events and contribute ideas that connect recognition with reading, achievement, contribution and belonging.

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Reception and general administrative support

- Provide planned reception cover across the week and additional reasonable cover when required, delivering a professional, calm and welcoming first point of contact.
- Receive and direct pupils, families, visitors, contractors, telephone calls, messages, post and general enquiries in line with academy procedures.
- Follow visitor management, signing-in, identity-checking, site security and safeguarding procedures without exception.
- Provide first-response administrative support, including accurate record keeping, document preparation, data entry, filing, communications and use of school systems.



- Respond flexibly to changing operational priorities while ensuring that core library, recognition and reception responsibilities remain organised and completed.

Pupil support, conduct and inclusion

- Build positive professional relationships with pupils and maintain high expectations for conduct, respect for resources and purposeful use of shared spaces.
- Supervise pupils using the library and intervene appropriately, escalating concerns in line with academy policy.
- Make reasonable adjustments and adapt resources or approaches so pupils with SEND, literacy difficulties or other barriers can participate fully.
- Contribute to the academy's culture of belonging, equality, diversity and inclusion through resource selection, displays, events and daily interactions.

Safeguarding

All staff share responsibility for safeguarding and promoting the welfare of children and young people. The postholder must comply with Trust policies, statutory guidance and safer working practices, act promptly on concerns and maintain appropriate professional boundaries.

Other information

This job description outlines the principal duties of the role and may be reviewed in response to school and Trust priorities. It does not form part of the contract of employment. Appointment is subject to relevant safer recruitment and pre-employment checks, including an enhanced DBS check.

Person specification

	Essential	Desirable
Qualifications and Experience	• Good standard of education, including English and mathematics at Level 2 (GCSE) or equivalent. • Experience of working in a school, library, customer-facing, administrative or information-service environment. • Experience of organising resources, maintaining accurate records and using digital systems. • Experience of working positively with children or young people. • Evidence of relevant professional development and willingness to complete required safeguarding training.	• Degree qualification. • Library, information services, literacy or business administration qualification. • Experience in a secondary school library • Experience of reception work, visitor management or school recognition/rewards administration. • Experience of organising reading events, clubs, campaigns or pupil leadership.
Knowledge	• Strong knowledge of children's and young adult literature, genres and approaches that promote reading for pleasure. • Understanding of how reading contributes to literacy, curriculum access, achievement, belonging and personal development. • Understanding of inclusive practice and the need to provide accessible resources for pupils with different reading profiles and SEND. • Understanding of safeguarding, confidentiality, data protection, professional boundaries and site security in a school. • Knowledge of effective stock organisation, cataloguing, circulation and resource management.	• Knowledge of a recognised library classification or library management system. • Knowledge of current reading organisations, awards, authors and publishing for children and young adults. • Familiarity with school systems such as Arbor, CPOMS, Microsoft 365 or visitor management software. • Awareness of copyright, information literacy and source reliability.
Leadership and Professional Skills	• Ability to create enthusiasm for reading and engage pupils with different interests, ages, confidence and reading needs. • Excellent organisation, prioritisation and attention to detail across a varied and agile workload. • Strong written and verbal communication skills, including a professional telephone and reception manner. • Ability to manage library stock, displays, budgets, records and digital systems accurately.	• Ability to plan and deliver book talks, reading activities, inductions or research-skills sessions. • Experience producing reports, certificates, mail merges or communications from management information systems. • Ability to develop community, author, bookseller or library partnerships.

Person specification

	Essential	Desirable
Leadership and Professional Skills	• Ability to work independently, use initiative and collaborate effectively with teaching, pastoral, administrative and support colleagues. • Competence in Microsoft 365 and confidence learning new systems. • Ability to supervise pupils calmly, maintain boundaries and uphold high expectations.	
Personal qualities	• Passionate and knowledgeable about reading, books and learning. • Warm, visible and approachable, while remaining professionally boundaries. • Creative, resourceful and willing to take the library offer out across the whole site. • Calm, reliable, discreet and trustworthy when handling sensitive information. • Flexible and responsive to changing priorities, including scheduled reception cover. • Committed to achievement, inclusion, equality, belonging and safeguarding. • High standards of personal presentation, accuracy, service and follow-through.	• Evidence of sustained personal engagement with reading, libraries, literacy or cultural enrichment. • Experience of establishing a new initiative or improving participation in an existing service.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.

Welcome from the CEO



This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision ‘Achievement through Caring’ is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO
The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot’s School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew’s CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.





Check out our video:

https://youtu.be/Ej3JREWUyrA

Interested? Here's how to apply:

Complete the Online Application Form

The closing date for applications is:

9AM Monday 7th December 2026

Interviews will be held:
10th or 11th November 2026

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

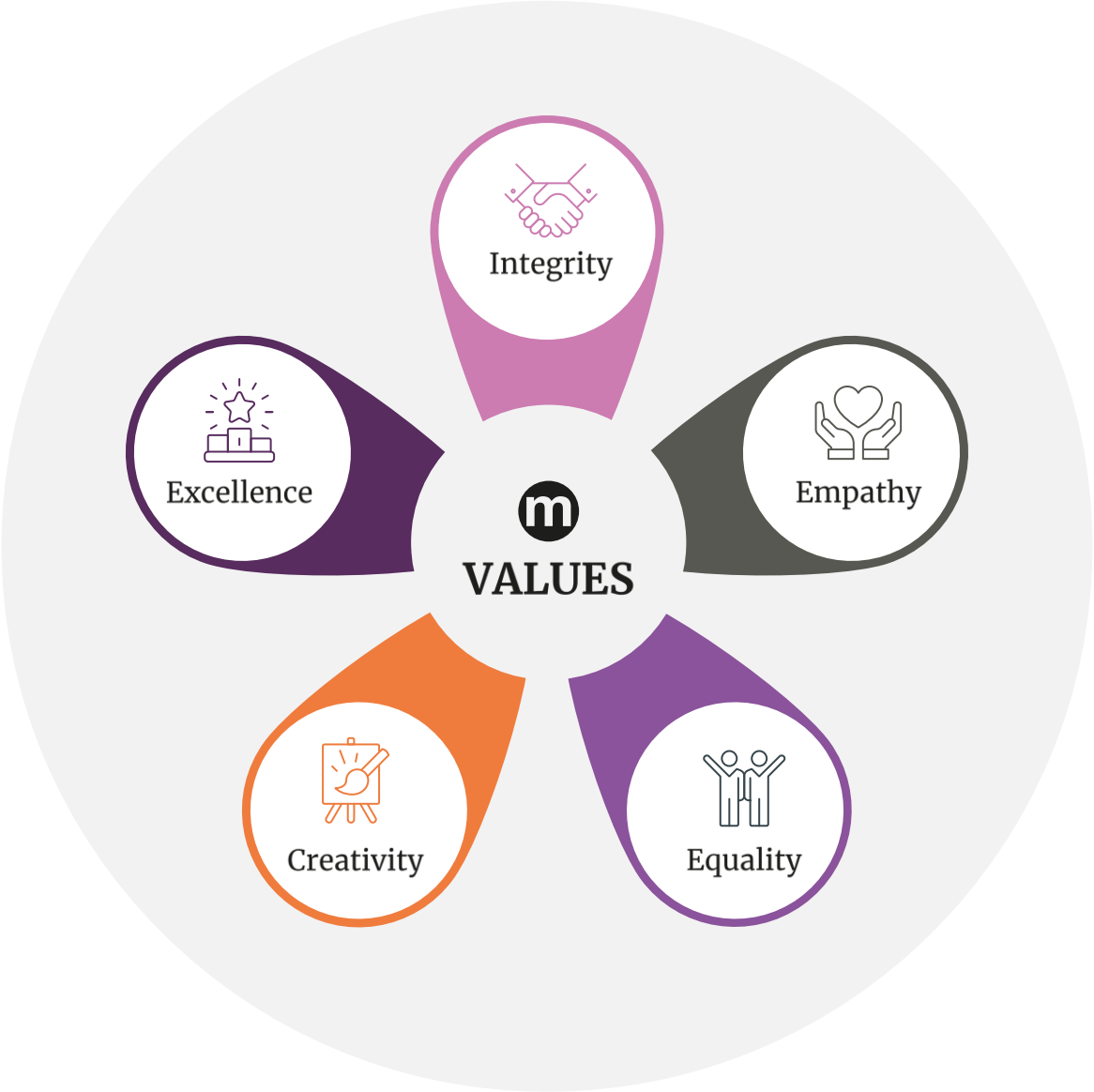
Our Trust Vision Statement and Values

Our Vision

Achievement through caring

Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is setout in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews(appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous non-contact time for staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!



ALL
Alliance of Leading Learning

We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director
of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“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 from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



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