Oakmeadow CE Primary School

part of the Marches Academy Trust

# LEARNING SUPPORT ASSISTANT

## RECRUITMENT PACK

*20th November 2026*



oakmeadowprimary.co.uk SY3 0NU oakmeadowceschool

# About Us



**Post title**
Learning Support Assistant

**Salary**
NJC Grade 4 to Grade 6 depending on experience

**Hours of work**
27.5 hours per week, term time only.

**Post status**
Fixed term until Friday 23rd July 2027 in the first instance

On behalf of our children, staff and Governors, we warmly welcome you to Oakmeadow CE Primary and Nursery School. We are proud of our children, our dedicated staff and our strong connection to the local community of Bayston Hill. As a large Church of England primary and nursery school, with around 480 children, we are privileged to work each day with a diverse and vibrant community of children and adults, each valued for who they are. At Oakmeadow, we are committed to being a place where children dream, grow and achieve together, experiencing life in all its fullness (John 10:10).

As a values-based school, we celebrate difference, promote positive relationships and place great importance on developing the whole child. Our Christian values underpin daily life at Oakmeadow and are woven through our learning, teaching and collective worship. Alongside high academic expectations, we are deeply committed to nurturing children who are emotionally resilient, empathetic and confident contributors to society. Our carefully designed curriculum supports and challenges all learners, ensuring that every child is included, supported and encouraged to achieve their full potential within our inclusive Christian learning community.

*Samantha Hill*
Headteacher

## We offer

- An 'Outstanding' 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 and GP and other medical support.

## Why this role above others?

Every role is part of a caring, values-led community where children are nurtured to dream, grow and achieve together. You will join a supportive and inclusive school where staff are valued, teamwork is strong and everyone plays a meaningful part in helping children experience *life in all its fullness.*

Any questions in regard to the role can be raised with Helen Morris, Deputy Headteacher, ahead of the closing date by emailing admin@oak.mmat.co.uk

# 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

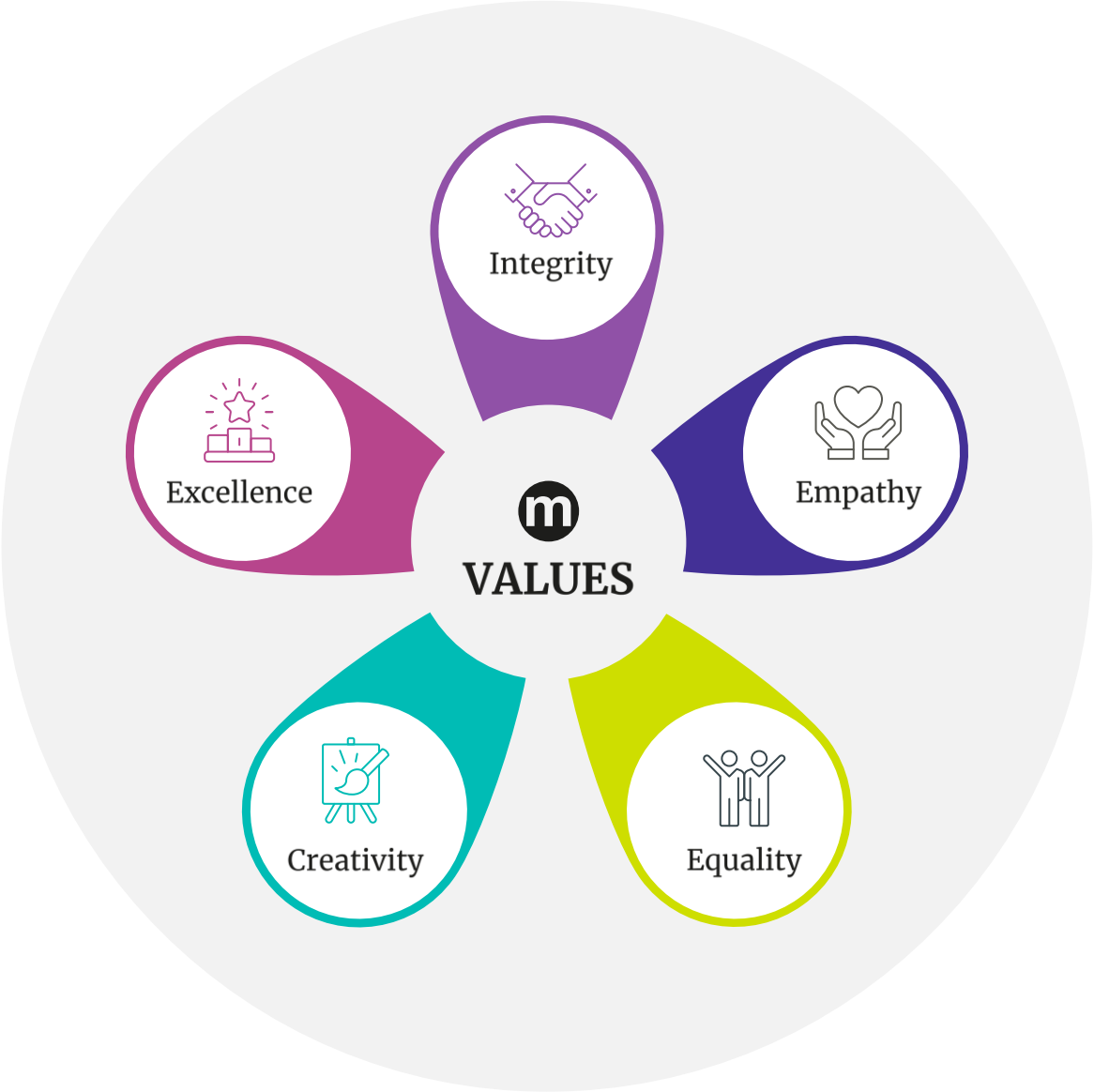
# Our Trust Vision Statement and Values

## 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.



## Responsible to:

Headteacher

## Outline of role:

### Support for Pupils:

- Support pupils' learning and development through targeted interventions.
- Work with individual pupils and small groups to reinforce learning objectives and close gaps in understanding.
- Assist children with additional educational, social, emotional, physical or communication needs.
- Encourage independence, resilience and self-esteem, helping pupils to become confident learners.
- Promote positive behaviour and support pupils to meet the school's expectations and values.
- Adapt resources and activities to meet the needs of individual learners.
- Support children during lessons, educational visits and wider school activities as required.
- Help create a safe, inclusive and nurturing environment where every child feels valued and supported to succeed.

### Support for Teacher:

- Assist with the preparation and organisation of learning materials and resources
- Support with the delivery of targeted interventions across the year group to support progress of phonics, maths and writing.
- Deliver planned activities to individuals and groups under the direction of the class teacher.
- Monitor pupil engagement and progress, providing feedback to teaching staff.
- Support assessment activities and help gather evidence of pupil achievement.
- Contribute to implementing behaviour management strategies and classroom routines.
- Help maintain a calm, purposeful and engaging learning environment.
- Share observations and ideas which support the planning and delivery of effective teaching.

### Support for the School

- Promote and uphold the school's vision, values and ethos.
- Follow safeguarding, health and safety, data protection and confidentiality procedures at all times.
- Work collaboratively with teaching staff, families, external agencies and other professionals.
- Attend staff meetings, training and professional development opportunities.
- Support school events, educational visits, clubs and enrichment activities.
- Act as a positive role model for pupils through professional conduct and high expectations.
- Contribute to creating a welcoming, inclusive and supportive environment for all members of the school community.

- **What we are looking for**

- Are passionate about supporting children to achieve their best.
- Have excellent communication and teamwork skills.
- Are patient, caring and adaptable.
- Can motivate and inspire young people.
- Understand the importance of inclusion, wellbeing and safeguarding.
- Want to make a positive contribution to the wider life of the school.

## Developing self and leading others:

- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- Contribute to effective staff induction and professional development
- Manage own workload, providing support where necessary and delegating where appropriate to ensure that professional duties are fulfilled, as identified

## In addition to the above all Marches Academy Trust staff are required to:

- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Performance Review Cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.



**Interested? Here's how to apply:**
Complete the online form (right click on this title and choose 'link', paste the link in the box that comes up 'existing file or webpage)

**https://themarchesacademytrust.face-ed.co.uk/vacancies**

**The closing date for applications is:**
Friday 4th December 2026

**Interviews will be held:**
Tuesday 8th December 2026

# Person specification

| | Essential | Desirable |
|---|---|---|
| **Qualifications and training** | • GCSE Grade C/4 or above (or equivalent) in English and Mathematics.<br>• Good literacy and numeracy skills to support pupils across the curriculum.<br>• Ability to build positive relationships with children, staff and families.<br>• Ability to work effectively as part of a team and under the direction of the class teacher.<br>• Commitment to safeguarding and promoting the welfare of children and young people.<br>• Ability to maintain confidentiality and professional standards at all times. | • Level 2 or Level 3 Teaching Assistant qualification (or equivalent).<br>• Experience of working in a primary school or educational setting.<br>• Experience of delivering interventions to individuals or small groups.<br>• Knowledge of behaviour management strategies and inclusive classroom practices.<br>• First Aid qualification or willingness to undertake training.<br>• Understanding of safeguarding procedures within an educational setting. |
| **Experience** | • Experience of working with children or young people in a school, childcare, youth work, sports coaching or similar setting.<br>• Experience of supporting individuals or groups to achieve positive outcomes.<br>• Experience of building positive and professional relationships with children and adults.<br>• Experience of working as part of a team.<br>• Ability to maintain confidentiality and work professionally at all times. | • Experience of working in a primary school environment.<br>• Experience of delivering interventions to individuals and small groups.<br>• Experience of working alongside teachers to support learning and pupil progress.<br>• Experience of implementing behaviour support strategies.<br>• Experience of using assessment information to help support children's learning. |
| **Knowledge** | • Understanding of child development and how children learn.<br>• Knowledge of safeguarding and child protection responsibilities.<br>• Understanding of positive behaviour management and strategies to support pupil engagement.<br>• Awareness of barriers to learning and how these can impact pupil progress and wellbeing.<br>• Understanding of the importance of confidentiality, data protection and professional boundaries.<br>• Good literacy, numeracy and ICT knowledge to support teaching and learning activities. | • Knowledge of the primary curriculum and age-related expectations.<br>• Understanding of Special Educational Needs and Disabilities (SEND) and how to support pupils with additional needs.<br>• Knowledge of intervention programmes that support literacy, numeracy and pupil wellbeing.<br>• Knowledge of restorative approaches and behaviour support techniques.<br>• Awareness of assistive technologies and adaptive resources that support access to learning.<br>• Understanding of current developments in inclusive education and pupil support. |

# Person specification

| | Essential | Desirable |
|---|---|---|
| **Skills** | • Excellent communication and interpersonal skills.<br>• Ability to build positive and supportive relationships with pupils, staff and parents.<br>• Strong teamwork skills and the ability to work effectively under the direction of a teacher.<br>• Ability to motivate, encourage and engage pupils in their learning.<br>• Good organisational and time management skills.<br>• Ability to adapt support and communication to meet the needs of individual pupils.<br>• Competent literacy, numeracy and ICT skills.<br>• Ability to maintain confidentiality and professionalism at all times.<br>• Ability to remain calm, patient and resilient in challenging situations.<br>• Ability to deliver targeted interventions to individuals and small groups. | • Skills in supporting pupils with SEND, including adapting activities and resources.<br>• Ability to use behaviour support strategies effectively.<br>• Experience of contributing to assessment, monitoring and recording pupil progress.<br>• Ability to work independently and use initiative when appropriate.<br>• Skills in developing inclusive learning environments that promote pupil independence.<br>• Ability to support pupils' social, emotional and wellbeing needs.<br>• Experience of using educational technology to support teaching and learning. |
| **Personal qualities** | • Passionate about supporting children to achieve their full potential.<br>• Patient, caring and empathetic approach to working with children.<br>• Positive, enthusiastic and adaptable attitude.<br>• Ability to build strong professional relationships with pupils, colleagues and parents.<br>• Commitment to promoting inclusion, equality and the wellbeing of all pupils.<br>• Reliable, dependable and professional in conduct.<br>• Able to work collaboratively as part of a team.<br>• Resilient and able to remain calm when dealing with challenging situations.<br>• Committed to safeguarding and promoting the welfare of children and young people. | |

# 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 set out 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 wellbeing 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!



# 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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