



The
3-18
Education
Trust

Application Pack

English Learning Support Assistant (Maternity Cover)

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 and 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

Despite the fact that North West Shropshire is a rural area, our school has excellent road links and is easily accessible to many towns and cities. Some staff live in the surrounding countryside while others take advantage of the fact that historic urban areas such as Shrewsbury, Wrexham and Chester are in comfortable commuting distance. Oswestry, a thriving market town, is just 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 year. New leadership, new buildings and facilities, new 'through school' and now our new academy status with the 3-18 Education 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 Key Stage Two 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
- Enhanced continuity between the phases
- A developing 'all through' school ethos

REPORT CARD
» Headteacher: Sue Lovecy
» Age 3-16 through school
» Location: Rural Shropshire
» 670 students including nursery
» 39 teachers and 14 teaching assistants
» Became an Academy with The 3-18 Education Trust in September 2016
» Rapidly becoming the school of choice in the local area



Our mission as part of the 3-18 Education 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
- Encourage children to think independently and make informed decisions enabling them to have high aspirations about their future
- 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 continuing 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 to work with teaching and support staff across school but particularly within the English team 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.

You may also be involved in supporting pupils with intimate care and/or those who have complex and more challenging needs.

This position is to cover for maternity leave.

St Martins School can offer you:

- » An innovative curriculum
- » A unique opportunity for co teaching and curriculum development across all key stages
- » An extra-curricular programme with opportunities for enrichment activities for all
- » 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 someone 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 no more than one side of A4 explaining how you would contribute to our school becoming outstanding.

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 clare.ellis@stmartins3-16.org

Applications should be returned to Clare Ellis by end of school (3.00pm) on Friday 30th September 2022 to reception@stmartins3-16.org

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 a formal observation, pupil panel and a data task; at this point the candidate pool will be reviewed and interviews will then be offered.

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

Sue Lovecy
Head of School

St Martins School
English Learning Support Assistant and Intervention Co-ordinator

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

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

St Martins School
English Learning Support Assistant and Intervention Co-ordinator

TITLE OF POST: ENGLISH LEARNING SUPPORT ASSISTANT AND INTERVENTION CO-ORDINATOR
POST STATUS: 24 HOURS PER WEEK MATERNITY COVER

GENERAL INFORMATION

We require a subject mentor to temporarily join our successful English department and cover the current mentor's maternity leave. This is an exciting opportunity for a candidate with a passion for English and would suit graduates hoping to gain experience before committing to a PGCE. The role will involve supporting students in the classroom under the direction of the class teacher.

PRINCIPAL DUTIES AND RESPONSIBILITIES

Support for Key Stage Three and Four Pupils

Support students in class or outside the classroom, individually or in small groups with subject specific teaching, coaching and mentoring in the subject area as directed by the Head of English.

- a) Support students with generic mentoring in areas such as confidence, belief and esteem building, personal organisation and revision techniques.
- b) Assist with the development and implementation of personalised learning programmes to address underperformance and gaps in skills and knowledge.
- c) Assist with the development and implementation of revision days.
- d) Develop and implement catch up programmes for students who may have missed school for a variety of reasons.
- e) Invigilate and support students in completing examinations.
- f) Work with identified groups of students with barriers to learning to improve achievement.
- g) Establish constructive relationships with pupils and interact with them according to individual needs.
- h) Promote the inclusion and acceptance of all pupils.
- i) Encourage pupils to interact and work co-operatively with others, and engage in learning activities.
- j) Set challenging and demanding expectations and promote independence.
- k) Provide constructive feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- l) Use specialist skills to assess the needs of pupils and support their learning.

- m) Keep accurate records of intervention work including dates, names of those involved, work covered and outcomes.
- n) Encourage students to develop their literacy skills at home by providing or recommending age/stage appropriate tasks, games and activities.
- o) To liaise effectively with tutors, Heads of Year and SENCo in meeting the needs of students.
- p) To refer students formally to the Learning Support department when significant learning difficulties are identified.

Support for the Teacher

- a) Assist in data processing and analysis which supports the identification of the target students and students generally.
- b) Monitor and track student progress.
- c) Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- d) Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- e) Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against determined learning objectives.
- f) Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- g) Undertake routine marking of pupils' work, and accurately record achievement / progress.
- h) Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and practice and encourage pupils to take responsibility for their own behaviour.
- i) Establish constructive relationships with parents / carers as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Support for the Curriculum

- a) Support pupils in understanding instructions.
- b) Implement structured and agreed learning activities and programmes, adjusting activities according to pupil responses.

- c) Carry out independent research to develop the role and source high quality resources to promote student engagement and learning.
- d) Create ability and age appropriate resources at the direction of the Head of English.

Support for the School

- a) Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- b) Contribute to the overall ethos and aims of the school.
- c) Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.
- d) Participate in training and other learning activities and performance development as required. Become an expert in the programmes and GCSE specifications being delivered within the English academic area.
- e) 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.



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 and in March 2020 we were joined by Thomas Adams School, a 11-19 school in Wem. 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, Chief Executive Officer