



St Martins School

Applicant Information Pack
SEND LSA SEMH focus



'Every Individual is in a great school'



Letter from the Headteacher

Dear Applicant,

Thank you for the interest you have shown in our school.

St Martins School is a very special place. We deliver child-centred, 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. Our recent Ofsted inspection described us as “a small school with a big heart” and commented on the fact that “senior leaders have high aspirations for every pupil and have created an ambitious curriculum to meet these high expectations.” The pupils build trusting relationships with staff, based on mutual respect from nursery to year 11 and feel happy, valued and safe.

I very much hope that after reading the information below you will feel that you want to play your part in securing the very best education for the students of St Martins.

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 new pastoral system, school house structure and offer the very best transition and personal development for students.

Alison Pope, Headteacher



St Martins School

Selfless ❖ Self-assured ❖ Successful

About our School

About Us

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 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.



Facilities

The school has undergone a transformation over the last few years. This year we have been excited to open our new purpose built technology block and we continue to plan for our new recreation centre, including a 3G football pitch and community fields

Vision

Our vision is to ensure that St Martins School continues to be recognised as having a caring, nurturing environment and continues to be one of the most oversubscribed schools in the area. We promote a positive growth mindset, lifelong learning and we encourage everyone within our wider community to have a love of learning.



Our curriculum is designed to broaden our children's horizons, widen their cultural capital and empower them to be curious about the world around them. We firmly believe that reading is the 'master skill'. We aim to provide young people with the experiences they need to develop into confident individuals and responsible citizens who are equipped with the skills to meet the ever changing demands of 21st century life in modern Britain and be ready for the next stage of their education. We aim to foster partnerships with our parents and members of the wider community to develop and promote a learning community. The school is a highly valued and effective resource for our community.

As an all through school we are able to utilise teaching and learning expertise across every phase which enables:

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

◆ Selfless

◆ Self Assured

◆ Successful

About our Trust



The 3-18 Education Trust is currently made up of nine schools and derives its name from the age range of the pupils and students who attend those schools. We have an inclusive ethos, defined by age and we recognise that education is a continuous process, secured through consistent values and a strong transition (through the key stages).

Our Vision:

To ensure every individual is in a great school.

Our Mission:

To celebrate the diverse nature, culture and identity of our individual schools, whilst enjoying the benefit of the team, so that each school is reciprocal in their support for one another and achieves together.

Our Values:

- **Accomplished:** to provide high quality education and training for all
- **Resilient:** to be solution focused and able to intelligently manage challenges
- **Compassionate:** to show care and understanding towards others

Not only do we pursue the important dimension of achieving the best results for each student regardless of their starting point, but we also believe strongly that education is about developing well-rounded individuals who are ready, willing and able to make their contribution to society.

Please take a look at our [Trust website](https://www.3-18education.co.uk) (<https://www.3-18education.co.uk>) for more details on what we offer. For information about each of our schools, please read on or click on the below links.



The 3-18 Trust: What We Offer

The 3-18 Education Trust is a multi-academy trust with students aged from 3-18 and which works collaboratively to provide interesting and exciting opportunities for staff to share ideas, resources and expertise, for the benefit of the students. Our Schools serve their communities of small villages and the larger towns throughout Shropshire.

Hours & Working Weeks

Work-life balance is important in our Trust. Having the ability to organise your working hours in a way that suits you, whilst not compromising your hours and standard of work, alongside meeting the requirements of the post and the needs of the Trust can help to achieve this work-life balance. It may be to avoid a busy commute or to allow time to work around childcare or caring for dependents. We will be looking for core-working hours, which will be agreed with the successful applicant and other hours are to be worked around other commitments.

In addition to a comprehensive induction and a commitment to your ongoing training and career progression, we also offer:

✓ **Unbeatable Pension Scheme**

Thinking about your future? We are too and it's never too early. We'll automatically enrol you onto the relevant pension scheme – we will pay a whopping 28.68% into your Teachers Pension scheme or 19% if you are a member of our amazing support staff through the local government pension scheme – you'll find it hard to beat that.

✓ **Holiday**

Whilst holiday allowances vary across the roles, we offer no less than 27 days plus bank holidays– and to top it off, your holiday entitlement grows as your career does – as after five years' service you'll be awarded five extra days. Plus, we run a special leave policy making allowances for paid time off for those unplanned life events or family milestones that we just wouldn't expect you to miss.

✓ **Saving Scheme**

Saving for those rainy days has never been easier than with our salary savings scheme where you can have your savings taken directly from your salary into an accredited savings scheme.

✓ **Support for you and your family**

We understand that becoming a parent, growing your family or looking after those who mean the most to you, can be life changing. That's why we're proud to provide policies that fit around your family, whenever you might need it.

✓ **Your wellbeing**

It's a top priority for us, and that's why we look after your physical wellbeing with free eye tests, flu vaccinations, and an outstanding occupational health service. We also look after your mental wellbeing too, with our employee assistance programme, providing legal, financial, health, parenting and life advice with 24 hour access for you and your family members. We also provide access to independent counselling specialists to beat those long waiting lists and ensure you have access to the right support at the right time.

✓ **Online GP Service**

Struggling to get an appointment with your local GP, we've got you covered. As an employee at The 3-18 Education Trust you will have 24 hour access to a GP appointment, these usually take place within 2 days at a time to suit you, prescriptions provided when required to be collected at your local pharmacy. This service is also open to your dependants.

✓ **We've always got you covered**

If the unexpected happens – for example, you can't work because of illness or you're in an accident – we've got you covered with excellent sick pay benefits. Plus, in the event of death in service, we'll pay up to three times your salary. All these give you financial protection and take away any worries – all at no cost to you.

✓ **Cycle to work scheme**

Choose a brand-new bike and accessories and save on tax and National Insurance. Select a bike worth up to £3,000 and spread the cost over 12 months, interest free.

✓ **Home and Electronics Scheme**

The latest Xbox on the birthday list? Washing machine broken down at just the wrong time of year? We have you covered with our newest salary sacrifice scheme, open all year round and open to all staff, spreading the payments for those expensive items over 12 months.

✓ **Awards for long service**

We owe so much to our long-serving colleagues. That's why we're all about rewarding their continuous service and celebrating their key milestones. Just the way it should be.

✓ **Career Progression**

From bitesize learning right through to professional qualifications. With our trust wide dedicated CPD leads, we believe every colleague should have the chance to progress – personally, professionally and as far as possible.

✓ **Additional Perks**

Many of our sites have access to freshly made hot meals at a discounted rate, free carparking, gyms and swimming pools all open to members of staff at greatly reduced rates or free.

Job Description: SEND Teaching ASSISTANT/LSA



Title of Post	SEND Teaching assistant/LSA (SEMH interventions for
Grade and SCP	Grade 5, point 5
Hours/Working Weeks	Term Time only (30 hour per week)
Post Status	To support SEND pupils in class and through interventions
Accountable To	SEND Co-ordinator

General Information

You will be working with teachers as part of a professional team to support teaching and learning for SEN pupils. You will be providing learning support to children/young people who need particular help to overcome barriers to learning, such as those with moderate learning difficulties and/or behavioural, social, communication, sensory, or physical disabilities. You will be supporting the wider needs of children/young people, which may mean supporting personal hygiene, medical and/or emotional needs. You will be using EHCPs, and/or person centred planning to support the progress of children/young people and to help monitor progress and outcomes. We are an all-through school with children aged from 3 year to 16 years and our LSAs can be allocated to work anywhere within that age range.

Principal Duties & Responsibilities

Support for Pupils

- Support pupils in accordance with person centred planning and EHCPs, where necessary adapting support and provision based on the developing needs of the child – under guidance from the Teacher and/or SENDCo
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher and/or SENDCo (and in accordance with the Learning Support marking policy)
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher (or SENDCo)
- Support pupils in social and emotional well-being, using Zones of Regulation and other appropriate techniques, reporting concerns to the teacher and/or SENDCo as appropriate (including following any Safeguarding guidance)
- Assist our pastoral team with appropriate interventions and supervision for pupils in our inclusion/internal exclusion area. This will be for 12 hours per week.
- Under the guidance of the SENDCo, share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate.
- Understand and support independent learning, inclusion and wider outcomes of pupils as required
- Work with pupils on therapy or care programmes, designed and supervised by a therapist or other professional.

- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems as appropriate and in accordance with guidance.
- Physically assist pupils in activities where they are having difficulty, e.g. with practical equipment or where mobility is an issue
- Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training – as needed.
- Update and maintain pupil records in accordance with guidance.
- Supervision of individuals and groups of pupils as required, including supervision in the classroom, playground and dining areas, and on educational visits. This may include facilitating games and activities as part of developing social skills and developing peer group relationships.
- Support pupils in using basic ICT and with accessibility software and equipment where necessary
- Undertake moving and handling activities as required, including lifting and carrying of younger children, and including assembling and cleaning away of equipment.
- Use de-escalation and positive behaviour management techniques (following training) to pre-empt, support or calm children/young people who are becoming distressed. If necessary, removing children/young people to a place of safety.
- Use restorative conversations at the right time and in the right way to help children and young people resolve and move on from situations or incidents (following training).

Support for the Teacher

- Providing feedback to the teacher (or SENDCo) on pupil progress and updating person-centred planning with support and guidance
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor pupils' responses to learning activities and accurately record achievement / progress as directed, adhering to the Learning Support Marking Policy.
- Establish constructive relationships with parents / carers, ensuring that Form Tutors/Class Teachers remain the key point of contact.

Support for the Curriculum

- Implement planned learning activities as directed by the teacher (or SENDCo), adjusting activities according to pupils' responses as appropriate. This may be part of classroom learning or as part of small group or 1:1 learning.
- Where required as part of an EHCP or person centred planning, prepare resources or specialist equipment that will help develop independent access to the curriculum, under guidance from the teacher and/or SENDCo
- Use strategies and techniques guided by EHCPs/person centred planning to ensure that the focus is on the quality of learning and meaningful progress and what that means for each particular child/young person.

Support for the School

- Be responsible for promoting and safeguarding the welfare of children and young people within the academy, raising any concerns following academy protocol/procedures
- 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.

- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships with all pupils and interact with them according to individual needs.
- Contribute to the overall ethos / work / aims of the school.
- Appreciate and support the role of other professionals – within school and from outside.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Undertake annual appraisal in line with the school's policy.

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.



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Person Specification

	Essential	Desirable
Qualifications and relevant experience	• Good level of GCSE (or equivalent) education including Maths and English • Relevant experience working with children, young people or adults with learning difficulties, or other disabilities, including autism • First Aid qualification or willingness to complete the training	• Teaching Assistant NVQ Level 2 or above; or have completed training of a similar standard, for example NNEB, or a certificate in Literacy & Numeracy for Support Assistants, or a Health & Social Care qualification • Experience working with small groups or in 1:1 situations
Knowledge and understanding	• Knowledge or understanding of how children learn and develop • Knowledge or understanding of additional needs, such as autism, ADHD, speech and language, dyslexia and how these affect the way children behave and learn • Awareness and understanding regarding child protection and safe-guarding • Awareness and understanding of GDPR and confidentiality issues around what you say and share in spoken and written conversations and the importance of good record keeping	
Skills and Abilities (relevant to post)	• Good communication skills. • Ability to relate well to children, staff and parents/carers • Willingness to handle distressed behaviour or children exhibiting emotional dysregulation with compassion and understanding – training will be provided. • Good ICT skills and willingness to update skills and undertake further training as required	• Skills/training in de-escalation strategies, positive behaviour management and restorative practices (essential to the post and training will be provided). • Experience with SEMH interventions
Personal Qualities	• Commitment to the role, enthusiasm and ability to use initiative whilst maintaining safety and compliance • Flexibility and reliability • Willingness to support personal hygiene and medical needs of children, respecting the dignity of children • Willingness to undertake further training as required – for the role and to support pupils to whom you may be assigned.	
Special Conditions	• Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.	

Application & Appointment Process

An application form is available to download from the trust website which can be found [here](#).

Please complete and return your application form as soon as possible, clearly noting all the experience, skills and personal qualities that you can offer which are relevant to this post.

To arrange an informal conversation or to find out more about this role, please contact Clare Ellis at clare.ellis@stm.318education.co.uk to arrange a conversation.

The deadline for applications is 3 p.m. 19 September 2025

Interviews will be held on: 24 September 2025

Please send completed applications to Clare Ellis, Head's PA,
clare.ellis@stm.318education.co.uk

Interviews will be offered to those applicants who best demonstrate how skills, abilities and experience match the person specification, taking into consideration the job description.

Please note:

- It is essential that all elements of the application form are completed in full.
- We do not accept CV's in support of an application.
- Appointments will be subject to clearance in respect of medical fitness, satisfactory references, right to work in the UK and criminal disclosure.
- This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is 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 may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.

If invited for interview, **you are required to bring evidence of your qualifications and appropriate documents to initiate the DBS application process** should you be the successful candidate

The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people, as such this post requires acknowledgement and understanding of safeguarding and child protection policies. Policies can be found on the trust website.

In line with KCSiE, the Trust may carry out an online search on all shortlisted candidates as part of our safer recruitment process.