



**St Mary's**  
CE Primary & Nursery School

# 1:1 LEARNING SUPPORT ASSISTANT

**Recruitment Pack**  
**Closing Date: Friday 10<sup>th</sup> July 2026**



Dear Colleague,

In our school, it is important that people are made welcome by all staff. The learning environment, displays pupils' work and the general care of our school should reflect the ethos and values of the staff, governors, pupils, families and communities. Our pupils should reflect on the values and relate them to their own behaviour. We encourage pupils to use values to guide their own actions. The endeavours of the pupils are built upon and extended through their work and play in a school committed to Christian Values.

Our vision is simple - it is for all our pupils to have high aspirations and to have a wide range of opportunities to develop the knowledge they need to reach their full potential.

To achieve this we will...

- Teach lessons which ignite curiosity and allow them to experience the feeling of discovery.
- Be role models who instil consideration and encourage them to embrace difference and diversity.
- Provide a safe environment to inspire confidence and support them to shape their own future.

As we are a church school, we take the development of the whole child as seriously as we do their intellectual, artistic and physical development.

We have an established a partnership between parents, governors, staff, children, church and everyone else involved in the life of the school.

We are an open and friendly school where all children are made welcome and made to feel they can succeed. We hope that you will feel welcome to get involved and to contribute whatever you feel able to offer to St Mary's.

For our part, we want you to feel secure and comfortable that we offer a happy and safe learning environment, where your child will make progress academically, creatively, socially, spiritually and physically. We have strong links with RAF Shawbury where many parents come for short-term postings. We believe it is especially important for you to feel that your child will be settled and begin to make progress from the word go.

Any primary school is a special place for all those who work there, encouraging high standards and genuine commitment from all who are involved. We work hard to provide an atmosphere of care, commitment and fun! We feel confident that our delivery of the curriculum at St Mary's, and our whole-school approach to children, meets the needs of all the individuals in the school. And of course, we are ALWAYS looking to improve what we do for the benefit of your children.

Sarah North - Headteacher



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**Post Title: 1:1 LEARNING SUPPORT ASSISTANT**

**Reporting to: SARAH NORTH - HEADTEACHER**

**Salary: £12.65 - £13.69 per hour / £13988.37 - £15138.40 per annum - (Fixed term due to funding)**

**Hours: 29.10 HOURS PER WEEK - MON-FRI - Term time only**

**Location: ST MARYS CE PRIMARY SCHOOL AND NURSERY, SHAWBURY, SHREWSBURY, SY4 4JR**

**Core Purpose of Role:**

- Provide consistent 1:1 support for a designated pupil, adapting activities and resources to meet their individual learning needs and enable full access to the primary curriculum.
- Work closely with the class teacher and SENDCo to implement personalised learning plans (e.g. EHCP or targeted interventions), ensuring strategies are followed effectively and progress is regularly monitored.
- Support the pupil's academic, social, and emotional development, helping to build confidence, resilience, and independence within the classroom and wider school environment.
- Promote positive behaviour and engagement in learning, using agreed behaviour management strategies and reinforcing expectations in a calm, supportive manner.
- Facilitate inclusion in all aspects of school life, including lessons, group work, playtimes, and school activities, encouraging peer interaction and social skills.
- Observe, record, and report on the pupil's progress, providing constructive feedback to teaching staff and contributing to review meetings where appropriate.
- Provide pastoral care and ensure the pupil's wellbeing and safeguarding needs are met at all times, following school policies and procedures.
- Adapt communication approaches to suit the pupil's needs, using visual aids, simplified language, or alternative methods where required.
- Encourage the development of independence skills, gradually reducing support where appropriate to empower the pupil to take ownership of their learning.
- Contribute to a positive, inclusive classroom environment, supporting the wider class where needed while maintaining the focus on the targeted pupil.

**Duties:**

- Deliver 1:1 in-class support by working alongside the pupil during lessons, breaking down tasks, clarifying instructions, and adapting materials to meet their individual needs.
- Implement personalised learning and intervention programmes as directed by the class teacher/SENDCo, including targeted literacy, numeracy, or social skills activities.
- Support behaviour management strategies, encouraging positive choices, de-escalating challenging situations, and maintaining a calm, structured environment.
- Assist with the development of communication and social interaction skills, promoting meaningful engagement with peers and adults.
- Help prepare and organise learning resources, including creating differentiated materials or visual supports to aid understanding.
- Monitor, record, and report on progress, keeping accurate notes on the pupil's achievements, challenges, and daily engagement.
- Provide support during unstructured times, such as break, lunch, and transitions, to ensure safety, inclusion, and positive social experiences.
- Encourage independence in learning and personal care, supporting the pupil to develop self-help skills appropriate to their age and needs.
- Work collaboratively with teaching staff and external professionals, contributing to reviews and sharing observations to inform next steps.
- Ensure safeguarding and wellbeing are prioritised, following school policies and promptly reporting any concerns.
- Adapt support strategies in response to the pupil's changing needs, using initiative while following guidance from teaching staff.



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### Management:

- Report to and take direction from the class teacher and SENDCo, following agreed plans, targets, and strategies to support the pupil effectively.
- Liaise regularly with teaching staff to review progress, discuss concerns, and adapt support approaches in line with the pupil's evolving needs.
- Contribute to planning and review meetings, including EHCP or intervention reviews, by providing accurate observations and feedback.
- Manage time and responsibilities effectively, ensuring the pupil receives consistent, high-quality support while contributing to the wider classroom when appropriate.
- Maintain clear and accurate records of the pupil's progress, behaviour, and wellbeing, in line with school expectations.
- Follow school policies and procedures at all times, particularly those relating to safeguarding, behaviour, health and safety, and inclusion.
- Work collaboratively with external professionals where required (e.g. speech and language therapists, educational psychologists), implementing recommended strategies under guidance.
- Take responsibility for own professional development, attending relevant training and keeping up to date with best practice in SEND and primary education.
- Support the effective use of resources, ensuring materials, equipment, and learning aids are used appropriately and stored safely.
- Demonstrate initiative within agreed boundaries, responding to the pupil's needs in the moment while maintaining consistency with school guidance and expectations.

### Resources:

- Use specialist resources and strategies to support the pupil's individual needs, including visual timetables, communication aids, and differentiated learning materials.
- Assist in the preparation, organisation, and adaptation of classroom resources, ensuring they are accessible, engaging, and appropriate for the pupil's learning level.
- Support the effective use of ICT and assistive technology, where appropriate, to enhance the pupil's learning and independence.
- Maintain and organise learning equipment and materials, ensuring resources are readily available, safe, and used appropriately.
- Contribute to the creation of a supportive learning environment, including displays or structured spaces that aid understanding and reduce anxiety.
- Ensure all resources are used in line with school policies, including health and safety and safeguarding requirements.
- Monitor and feedback on the effectiveness of resources and strategies, suggesting adaptations to improve outcomes for the pupil.
- Support the sharing of appropriate resources and strategies with colleagues, helping to promote consistency and best practice across the classroom or school.
- Assist with the management of personal and sensory resources, where applicable, to support the pupil's regulation and engagement in learning.



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### Knowledge and Qualifications:

Essential, i.e. the postholder must have:

- GCSEs (or equivalent) in English and Maths at grade C/4 or above.
- Experience of working with children in a primary school or similar setting, ideally including supporting pupils with additional needs.
- Basic knowledge of Special Educational Needs and Disabilities (SEND) and an understanding of how to support pupils with additional needs.
- Understanding of safeguarding and child protection procedures, with a commitment to promoting pupil wellbeing.
- Ability to support learning across the primary curriculum, including adapting tasks to meet individual needs.
- Good communication and interpersonal skills, with the ability to build positive relationships with pupils, staff, and parents.
- Awareness of behaviour management strategies and the ability to apply them consistently.
- Ability to work effectively as part of a team, following guidance from teaching staff.
- Good organisational and record-keeping skills, with attention to detail.
- A patient, flexible, and caring approach, with a commitment to inclusion and pupil development.

Desirable, i.e. the postholder would ideally have:

- Relevant qualification in supporting teaching and learning (e.g. Level 2 or Level 3 Teaching Assistant qualification or equivalent).
- Experience of working in a 1:1 support role with a pupil in a school setting.
- Knowledge of specific needs such as ASD, ADHD, speech and language difficulties, or SEMH.
- Experience of implementing EHCP targets or structured interventions.
- Familiarity with supporting pupils using visual aids, communication tools, or assistive technology.
- Understanding of child development theories and how they apply to learning and behaviour.
- Training in relevant areas (e.g. safeguarding, behaviour management, first aid, or autism awareness).
- Experience of working with external professionals such as therapists or educational psychologists.
- Commitment to ongoing professional development and willingness to undertake further training.

### Experience:

Essential, i.e. the postholder must have:

- Experience of working with children of primary school age in a school, childcare, or similar setting.
- Experience supporting pupils with additional needs, including SEND or those requiring extra pastoral support.
- Experience of working on a 1:1 or small group basis, supporting learning and engagement.
- Experience of assisting with behaviour management, using positive and consistent approaches.
- Experience of supporting learning activities, including adapting tasks to meet different abilities.
- Experience of working collaboratively as part of a team, following direction from teaching staff.

Desirable, i.e. the postholder would ideally have:

- Recent experience working as a Teaching Assistant or Learning Support Assistant in a primary school.
- Experience supporting pupils with specific needs (e.g. ASD, ADHD, SEMH, speech and language difficulties).
- Experience of implementing EHCP targets or structured intervention programmes.
- Experience of using visual supports, communication aids, or assistive technology.
- Experience of supporting pupils with social, emotional, or behavioural needs.
- Experience of recording and tracking pupil progress, contributing to reviews and reports.
- Experience of working with external professionals (e.g. therapists, SEND specialists).
- Experience of supporting pupils during unstructured times (e.g. lunch, break, transitions).



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### Skills and Personal Qualities:

Essential, i.e. the postholder must have:

- **Patience, empathy, and a caring approach, with a genuine commitment to supporting children's learning and wellbeing.**
- **Ability to build positive relationships with pupils, staff, and parents, fostering trust and engagement.**
- **Good behaviour management skills, using a calm, consistent, and positive approach.**
- **Adaptability and flexibility, responding effectively to changing situations and pupil needs.**
- **Ability to work as part of a team, taking direction while also using initiative when appropriate.**
- **Strong organisational skills, including the ability to manage time and keep accurate records.**
- **Commitment to inclusion and equality, ensuring all pupils are supported to achieve their potential.**
- **Resilience and a positive attitude, particularly when working with pupils who may present challenges.**

Desirable, i.e. the postholder would ideally have:

- **Confidence in supporting pupils with a range of SEND needs, using tailored strategies.**
- **Creative approach to supporting learning, using engaging and differentiated methods.**
- **Strong observational skills, enabling effective monitoring and reporting of pupil progress.**
- **Ability to remain calm under pressure, particularly in challenging or unexpected situations.**
- **Willingness to undertake further training and professional development.**
- **Proactive mindset, with the ability to suggest improvements to support strategies and resources.**
- **Understanding of trauma-informed or nurture-based approaches to supporting children.**





## Why would an aspirational 1:1 LSA join us?

We are committed to developing our staff and to providing opportunities for growth. We want to encourage the career progression of our employees wherever possible, and support staff who wish to move between our schools and the Shared Services Team when suitable roles arise. We also offer secondment opportunities when available.

At Empower Multi-Academy Trust you would be working alongside excellent leaders in education, each with specific areas of expertise. We offer Middle and Senior Leadership development programmes, professional support networks and career development pathways for staff at all levels. In addition, we also have mentoring and coaching programmes, peer learning, internal and external CPD opportunities.

### Health and Wellbeing Services

Working in education is a challenging job and the health and wellbeing of our staff is high on our agenda and a key priority. We have several Trust wide wellbeing initiatives that offer support and guidance for our workforce:

- A Trust Wellbeing Strategy and Charter outlining our commitment to staff wellbeing.
- At least one trained Mental Health First Aider in every location, helping to embed our belief that physical and mental health hold equal importance.
- A network of Mental Health First Aiders and Mental Health Leads who provide support, guidance, and signposting to colleagues across the Trust.
- A Future in Mind network representing all our academies, who signpost staff to wellbeing support and information, and ensure staff voice is heard.
- A designated Trustee sponsor whose role is to ensure staff wellbeing remains a priority
- Wellbeing is a discussion item on each Trustee / Local Governing Body meeting agenda
- Dissemination of annual staff wellbeing questionnaires to inform future actions
- Active engagement in national and international awareness days
- Working towards the Mental Health and Work Commitment and the Education Staff Wellbeing Charter.

Take a look at our employee benefits [HERE](#)





## What we can offer you

### Mission Statement:

To give our young children the knowledge and skills they need to flourish, succeed and contribute to our world

### Vision Statement:

For all our pupils to have high aspirations and to have a wide range of opportunities to develop the knowledge they need to reach their full potential.

School Values: Peace, Empowerment, Ambition, Collaboration, Positivity, Respect and Integrity

## Join Empower Multi-Academy Trust - Where People Matter



### EMPOWERMENT

We actively promote opportunities for every child, adult and school to influence their own practice and future.



### POSITIVITY

We adopt a 'can do' attitude and an optimistic approach.



### AMBITION

We encourage and support every child, adult and school to aim high to achieve their aspirations.



### RESPECT

We are thoughtful and considerate to ourselves, others and the environment.



### COLLABORATION

We work together to support everyone to achieve their aims.



### INTEGRITY

We are honest, transparent and fair in everything we do.



## Application & Selection Process

Please complete the online application form in full and submit with a supporting letter detailing how your skills, experience and attributes demonstrate your sustainability for the role.

Applications should be sent to Michelle Harrington, Director of People & Culture, via the My New Term platform.

**The closing date for applications is: Friday 10<sup>th</sup> July 2026 - 12pm**

**Interviews will be held on: Thursday 16<sup>th</sup> July 2026**

### Selection Procedure:

Successful candidates will be invited to interview on Thursday 16th July 2026. More detailed information about the interview process will be provided to shortlisted candidates.

### Safer Recruitment:

Empower Trust is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. As part of our recruitment process all successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.

### On the day interview:

All applicants will be required to bring in a minimum of three pieces of identification which verify their name, date of birth and current address., one of which must be a form of photographic identification.

### The following are acceptable:

- Valid passport, birth certificate or driving licence
- Additional proof of address such as a recent utility bill, council tax bill or bank statement (at least two are required and should be dated no more than three months ago)

**Applicants will also need to bring their qualification certificates.**

**Appointments are subject to the receipt of satisfaction references. References will be sought from the current employer and gaps in employment history followed up.**

### Data Protection:

You should be aware that the information you provide will be stored at Empower Trust and will not be passed to any third party. Please also refer to our Recruitment Privacy Notice.



## PRIVACY NOTICE - JOB APPLICANTS

This privacy notice advises job applicants of the Trust's commitment to data protection responsibilities of privacy and confidentiality relating to the collection and processing of their personal information.

We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. All Headteachers and Managers involved in the recruitment process have responsibility for ensuring that applicants' personal information is held and processed in the correct way.

### What is personal information

Personal information is any information that relates to you and can be used directly or indirectly to identify you, such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural, or social identity of that natural person (GDPR article 4).

Special categories of personal data means information about an individual's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, health, sex life or sexual orientation and biometric/genetic data (GDPR article 9).

### Legal Basis for Using Personal Data

We collect personal data only for specified, explicit and legitimate purposes, whether or not by automated means, such as collection, recording, storage, retrieval, use, disclosure, dissemination, erasure, or destruction (GDPR article 4).

1. We process personal data lawfully, only where it is adequate, relevant, and limited to what is necessary for the purposes of processing.
2. We keep accurate personal data, only for the period necessary for processing, and take all reasonable steps to ensure that inaccurate personal data is rectified or deleted without delay.
3. We adopt appropriate measures to make sure that personal data is secure, and protected against unauthorised or unlawful processing, accidental loss, destruction, or damage.
4. We do this to ensure a candidate is suitable for the role and to make sure reasonable adjustments can be made for those applicants who have a disability.
5. Processing of personal data ensures that a fair recruitment process has taken place.

We will not process personal data of applicants for reasons other than the recruitment and selection process. Where we process special categories of personal data or criminal records data to perform obligations, this is done for legal reasons. We will update personal data promptly if an applicant advises that his/her information has changed or is inaccurate.

To operate an effective recruitment process, we will collect and store personal information you submit as part of the application process. By submitting your personal information, you are consenting to us using it in accordance with this policy. You are under no obligation to provide your consent for the organisation to hold your data out-side of the recruitment process. If you do not consent to the organisation holding, processing, and sharing your personal data during the recruitment process, we may not be able to process your application.

In some cases, the organisation will need to process data to ensure that it is complying with its legal obligations. For example, we must check an applicant's entitlement to work in the UK.



## What data do we hold on you?

The personal data we hold regarding you can include, but is not limited to, information such as:

- Your name and address.
- Email address and telephone number.
- Date of birth.
- Equal opportunities monitoring information.
- Your nationality and entitlement to work in the UK.
- National insurance number.
- Information about your current salary and benefits.
- Qualifications and skills.
- Work experience and employment history.
- Information about your criminal record.
- Disability status to enable us to make any reasonable adjustments throughout the recruitment process.

Any applicant wishing to see a copy of the information about them that we hold should contact the organisation

## Who can access your personal data?

Your personal data may be shared internally with other members of staff involved in the recruitment process for them to perform their roles. Throughout the recruitment process we maintain strict confidentiality and only process and retain personal data of unsuccessful applicants for up to 12 months before being deleted or destroyed.

How do we protect applicants' personal data?

Our servers and storage systems are based in the UK and we have ensured that appropriate safeguards are in place to protect your personal data.

We take the security of your personal data very seriously. Internal policies and controls are in place to try to ensure that data is not lost, accidentally destroyed, misused, or disclosed, and is not accessed except by our employees in the performance of their duties. Where we engage third parties to process personal data on our behalf, they do so based on written instructions, are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measure to ensure the security of data. For example, we ensure that we use encrypted devices, uses passwords, virus protection and has firewalls.

## What rights do you have in relation to your information?

You have the following rights in relation to your personal data: -

- The right of access to the personal data and supplementary information. This right is to enable you to be aware of and verify the lawfulness of the personal data we are processing.
- The right to rectification. This right allows you to have personal data rectified if it is inaccurate or incomplete.
- The right to erasure. This is also known as the 'right to be forgotten'. This is not an absolute right and applies in specific circumstances.
- The right to restrict processing. The right applies in circumstances where, for example, the data subject contests the accuracy of the data or challenges the public interest or legitimate interest basis. Further guidance can be obtained from the ICO's website.



- The right to data portability. This allows individuals to obtain and reuse their personal data for their own purposes.
- The right to object. Individuals have the right to object to:
  - Processing based on legitimate interests or the performance of a task in the public interest / exercise of official authority.
  - Direct marketing
  - Processing for scientific / historical research and statistics.
  - Rights in relation to automated decision making and profiling.

Further guidance and advice on the above rights can be obtained from the ICO:

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulationgdpr/individual-rights/>

This policy may be subject to change, and any changes. We recommend that you check the Privacy Notice each time you submit an application. If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance by contacting the Data Protection Officer on [admin@empowermat.co.uk](mailto:admin@empowermat.co.uk) Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns> to raise any issues you have.

