marches school
part of the Marches Academy Trust

ACCESS LEADER (TEACHING ASSISTANT)

RECRUITMENT PACK

24th November 2026

About Us



Post title
Access Leader (Teaching Assistant)

Salary
Grade 6, scp 9 (£14.59/hr, Actual Salary £23,844 per annum pro rata'd)

Hours of work
37 Hours per week
Term Time plus 2 PD Days

Post status
Fixed term to 31st August 2027 in the first instance
Required to start as soon as possible

The Marches School is a vibrant, inclusive and forward-thinking school where students are at the heart of everything we do. We are proud to support young people through their full educational journey, providing a safe, caring and ambitious environment in which every student is known, valued and encouraged to succeed.

We offer a broad and balanced curriculum, including a wide range of GCSE, A Level and vocational pathways, ensuring that all learners can follow routes that reflect their strengths, interests and aspirations. Learning is enriched by a strong programme of extra-curricular activities, leadership opportunities and enrichment experiences that help students build confidence, character and lasting friendships.

The Marches School is an exciting place to learn, work and grow. Together, we are developing confident, resilient and successful young people, equipped with the skills, values and ambition to succeed in education and in life beyond school.

Sally Wilmot

Headteacher

We offer

- Well-equipped classrooms with a variety of facilities
- an enthusiastic and supportive department team
- excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway
- a core belief in staff wellbeing and work life balance for all, evidenced in policy and practice
- year-round free membership to our state-of-the-art fitness suite
- benefits including funded counselling, physiotherapy and GP and other medical support.

Why this role above others?

We know our school is a special place, our staff wellbeing survey tells us staff love working here because of the relationships between staff, departments and students.

If you have any queries, or wish to visit the school, please contact Claire Tompsett, SENCO, at: Claire.tompsett@mar.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

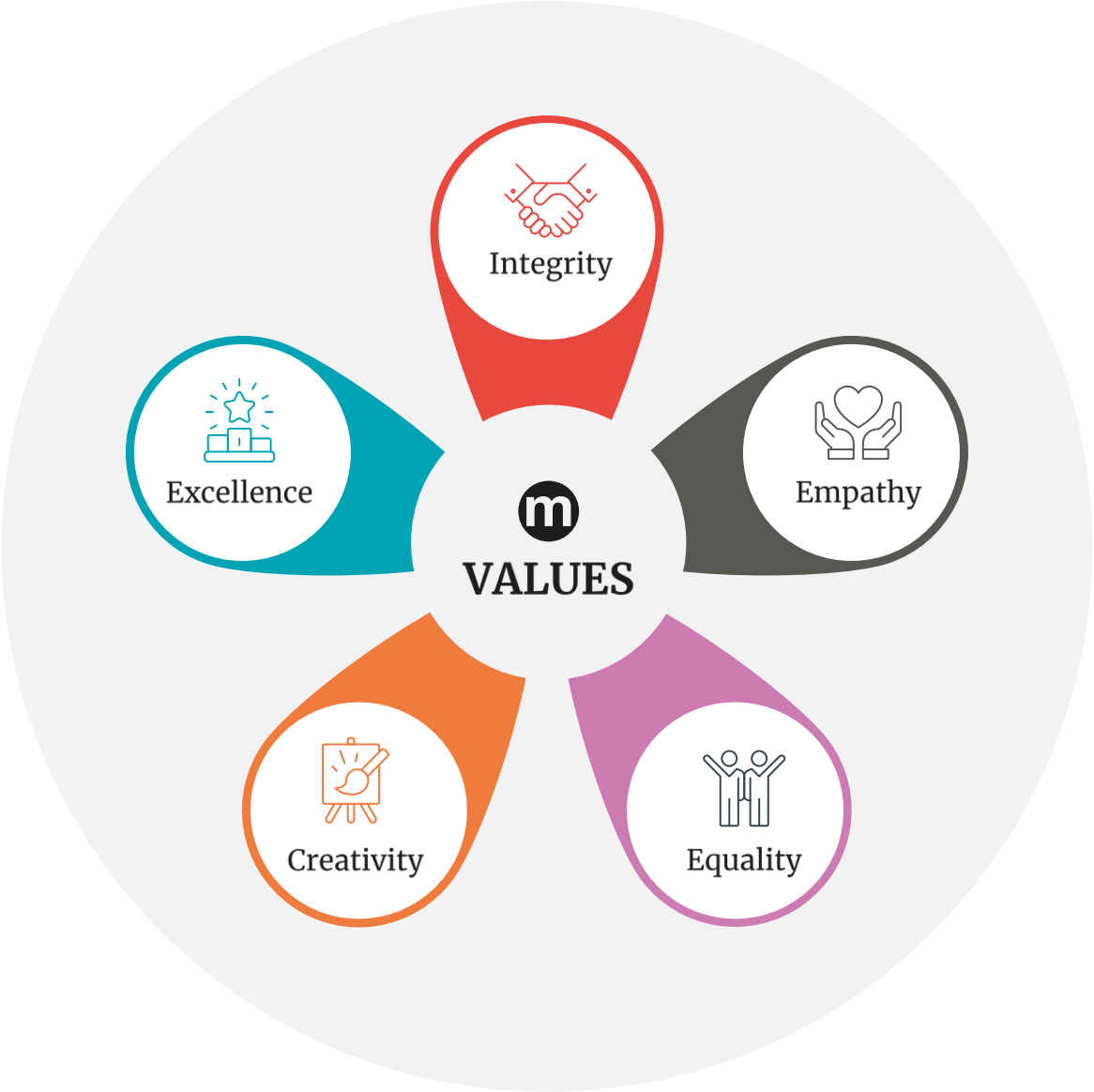
Our Trust Vision Statement and Values

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:

The SENCO, Assistant Headteacher & Headteacher.

Purpose:

To ensure quality first teaching and classroom support gives every child the skills to achieve in a caring environment.

Outline of the Role:

- To fulfil the role of an Access Leader, focussing primarily on progress within subject areas
- Remove barriers to learning, ensure all children are resilient learners who feel happy and safe and make progress in the school environment
- Assist in the support, education, integration and development of independence of students and ensure students retain access to high quality first teaching
- Record and report termly on individual student progress towards targets set
- Assist across the school in creating the right 'climate' for all students to maximise their achievements across the spectrum of school life

Main Duties:

Supporting the Students

- Support and provide care, welfare and safety of students by responding to their individual needs and promote the inclusion and acceptance of all students in the classroom.
- Deliver planned intervention to develop targeted student support to ensure progress and access to high quality first teaching.
- Support the development of independent learning skills.
- Support students who have been isolated from their teaching group – e.g. supervision, collection of work, providing guidance with the task, ensure work is completed.
- Assist students with the organisation and completion of homework tasks.
- Establish a positive relationship with students and encourage acceptance and integration.
- Follow up student/staff concerns, making telephone and written contact with parents.
- Follow up safeguarding issues in line with school policy and practice.

Supporting the teacher

- Assist the class teacher (and other professionals as appropriate) in the development of a suitable programme of support for students with special needs.
- Support teachers in selecting and preparing teaching resources that meet students' needs.
- Participate in the target setting evaluation and review of the person centred plan (PCP).

Supporting the SENCO and Associate Assistant Headteacher in charge of Student Support

- Assist in the collation of evidence for Exam Access Arrangements for all relevant students and adopt the role of when required e.g. invigilator, reader, scribe etc.
- Prepare information for and co-ordinate the production of, individual student reports e.g. information for 'Round Robins', SEND review meetings.
- Contribute to Assess, Plan, Do, Review and Annual review meetings.
- Supervise clubs either before normal school hours, during normal school break and lunchtimes or after school.

Supporting the school

- Support the aims and ethos of the school.
- Liaise and consult with other professionals supporting students.
- attend relevant in-service training and meetings.
- undertake any other reasonable duties which might from time to time be requested by the Headteacher or any person delegated by them.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

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 regular line management meetings and appraisal meetings.

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Attend and support community events as required.

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 Personal Development Plan review cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.

Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in or support development of other schools within The Marches Academy Trust.



Check out our video:
Here

Interested? Here's how to apply:
Complete the online form here

The closing date for applications is:
Monday 7th December 2026 at 9.00am.

Interviews will be held:
w/c: Monday 7th December 2026.

Person specification

	Essential	Desirable
Qualifications and training	• 5 GCSE's or equivalent including Maths and English • NVQ level 3 or equivalent experience • Awareness of child protection, health and safety, security, confidentiality and data protection policies and procedures	• ISA training category 3. • CEOP training
Work & related experience	• Working knowledge of relevant policies/codes of practice • Good understanding of child development, behaviour management and psychology	• At least five years working in a secondary school or with students in an equivalent role. • Understanding of Exam Access Arrangements • Experience of working with Students with medical conditions • EAL – TEAFL • Experience of delivering training to staff, parents/carers and governors on matters related to SEND reform. • Thorough knowledge of COMPASS and Early Help single point of contact.

Person specification

	Essential	Desirable
Skills	• Excellent communicator able to work well on own and part of a team • Ability to work on own initiative • Ability to train, supervise and develop other staff. • Management skills • Ability to persuade, negotiate and influence. • Ability to self evaluate learning needs and actively seek opportunities • Good ICT skills and the ability to use a variety of software efficiently • Ability to plan and prioritise effectively • Ability to work under pressure. • First Aid Qualification (training will be given)	• Excellent forward planning and organisational skills • Experience with sensory inclusion services/ visual impairment / hearing loss / supporting students with physical needs
Personal qualities	• Understands the importance of confidentiality • Calm, flexible, dependable and reliable	• Willingness to undertake further training to improve / enhance skills. • Ability to relate well to pupils and adults. • Ability to work well as a team. • Flexibility and reliability. • Ability to bring to the role, initiative, enthusiasm and commitment.

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 it's 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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The Marches School
Morda Road
Oswestry
Shropshire
SY11 2AR

T. 01691 664400
E. admin@mar.mmat.co.uk

marchesschool.co.uk SY11 2AR marchesschool