

MAP Primary

LSA

“To provide an outstanding education that ensures all pupils reach their greatest potential and live by life’s highest values.”



MARINE ACADEMY
PRIMARY

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Key Details

Salary

Actual Salary: £19,181 – £19,352
(Grade B)

Location

Marine Academy Primary

Hours

32.5

Interviews

Friday 6th March 2026

Closing date

Friday 27th February

Required from

ASAP

“To provide an outstanding education that ensures all pupils reach their greatest potential and live by life’s highest values.”

How to apply

For an informal conversation about the position please contact Recruitment at Recruitment@marineacademy.org.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.



About MAP Secondary



Welcome to Marine Academy Primary

Welcome to Marine Academy Primary – Where Stars Shine Brighter! At Marine Academy Primary, we believe every child has the potential to shine. Our caring, dedicated #TeamMarine staff create a safe and inspiring environment where each child can thrive academically, socially, and emotionally. We are passionate about nurturing young learners and helping them grow into confident, curious individuals who are excited about their future. This website gives you a glimpse into the exciting opportunities and experiences we offer at our inclusive, aspirational, and successful free school. From a broad and engaging curriculum to a strong sense of community, we are committed to providing a learning environment where children feel valued, supported, and encouraged to reach their full potential. We invite you to explore our website to learn more about our school, discover how we make learning exciting, and find out about the many ways we support our students' growth. We'd also be delighted to welcome you for a tour of our school, so you can see first hand what makes Marine Academy Primary such a special place.

At Marine Academy Primary we are dedicated to providing the best education for all and the very brightest of futures. Our mission is to provide an outstanding education that ensures all pupils reach their greatest potential and live by life's highest values. Not only do we want our children to succeed academically, we want them to be polite, determined and confident citizens of the future.

Georgina Reid
Headteacher



A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen** communities and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support**, **develop** and **grow our Headteachers**.

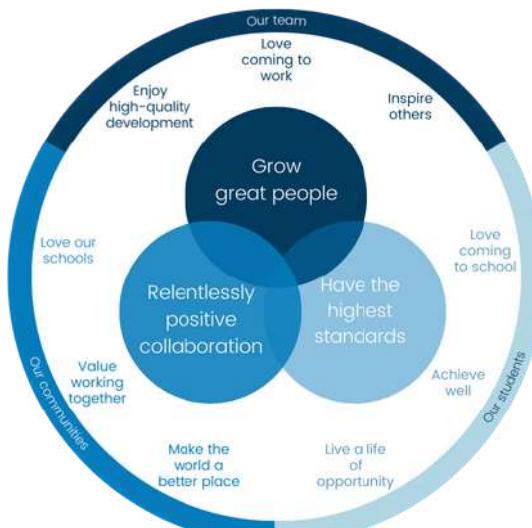
This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



Job Description

Job Description



Job Title:	Learning Support Assistant
Location:	Marine Academy Primary
Responsible To:	Unit Leader
Salary Grade:	B

1. Key Purpose of Job

- 1.1. To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- 1.2. Work may be carried out in the classroom or may regularly take place outside the main teaching area.
- 1.3. This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

2. Anticipated Outcomes of Post

To work under instruction/guidance to enable access to learning by:

- 2.1. Attending to the welfare and personal care of pupils including those with special educational needs
- 2.2. Delivering pre-determined learning/care/support programmes
- 2.3. Implementing literacy/numeracy programmes
- 2.4. Undertaking general clerical/administrative support for the teacher/department



Job Description

3. List Key Duties and accountabilities of the post

- 3.1. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- 3.2. Assisting with the display of pupils' work
- 3.3. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- 3.4. Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed
- 3.5. Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.

- 3.7. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- 3.8. Establishing constructive relationships with parents/carers
- 3.9. Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- 3.10. Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.



Job Description

- 3.11. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- 3.12. Assisting with the implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- 3.13. Establishing constructive relationships with pupils and interacting with them according to individual needs
- 3.14. Promoting the inclusion and acceptance of all pupils
- 3.15. Encouraging pupils to interact with others and to engage in activities led by the teacher
- 3.16. Setting challenging and demanding expectations and promoting self-esteem and independence
- 3.17. Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher
- 3.18. Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- 3.19. Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- 3.20. Contributing to the overall ethos/work/aims of the school
- 3.21. Appreciating and supporting the role of other professionals
- 3.22. Attending relevant meetings as required
- 3.23. Participating in training and other learning activities and performance development as required



Job Description

- 3.24. Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- 3.25. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

4. Budgetary / Financial Responsibilities of the post

- 4.1. None

5. Supervision / Line Management Responsibilities of the post

- 5.1. The postholder will work under the supervision of a qualified teacher or Leadership Team and have no line management responsibility.

6. Working Environment & Conditions of the post

- 6.1. A School environment which will include both indoor and outdoor learning environments, as well as a normal office environment.

7. Other Duties

- 7.1 To undertake additional duties as required, commensurate with the level of the job.
- 7.2 To contribute to the effective working of the School.
- 7.3 Maintain positive, professional relationships with students, parents / carers and teachers.
- 7.4 Maintain a presence around the School to ensure that the highest standards of behaviour and site-usage are upheld.
- 7.5 To participate in induction training, staff review processes and professional development opportunities.
- 7.6 All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- 7.7 The School operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the School buildings, enclosed spaces within the curtilage of buildings, and School vehicles.
- 7.8 The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- 7.9 The post-holder is expected to familiarise themselves with and adhere to all relevant School Policies and Procedures.
- 7.10 The post-holder must comply with the School's Health and Safety requirements specifically for the school they are working at
- 7.11 The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post

Job Description

Person Specification

	Essential / Desirable	Evidence
Qualifications and Professional Development:		
At least once Grade C GCSE or equivalent in English and/or Maths	E	A, C, I, R
NVQ level 3 in the area of childcare and/or education	E	A, C, I, R
Good numeracy/literacy skills.	E	A, I, R
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post.	E	A, I, R
Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	E	A, I, R
Experience		
Experience of responding to individual additional needs (cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs).	E	A, I, R
Experience in providing support on a 1:1 basis or to small groups of students.	E	A, I, R
Behaviours		

Effective team player	E	A, I, R
Vision aligned with Marine Academy Primary's high aspirations/expectations of self and others	E	A, I, R
Genuine passion and a belief in the potential of every child	E	A, I, R
Motivation to continually improve standards and achieve excellence	E	A, I, R
Teaching and Learning		
Ability to effectively use ICT to support learning, or to undertake training to do so	E	A, I, R
Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential	E	A, I, R
Has good communication, planning and organisational skills	E	A, I, R
Demonstrates resilience, motivation and commitment to driving up standards of achievement	E	A, I, R
Acts as a role model to staff and children	E	A, I, R
Excellent communicator who enjoys working as part of a team	E	A, I, R
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	E	I
Basic understanding of child development and learning	E	A, I, R
Other		
Committed to equality of opportunity and the safeguarding and welfare of all pupils	E	I, R
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	E	A, I, R
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	E	A, I, R
This post is subject to an enhanced DBS disclosure	E	A, I, R

Job Description

Effective team player	E	A, I, R
Vision aligned with Marine Academy Primary's high aspirations/expectations of self and others	E	A, I, R
Genuine passion and a belief in the potential of every child	E	A, I, R
Motivation to continually improve standards and achieve excellence	E	A, I, R
Teaching and Learning		
Ability to effectively use ICT to support learning, or to undertake training to do so	E	A, I, R
Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential	E	A, I, R
Has good communication, planning and organisational skills	E	A, I, R
Demonstrates resilience, motivation and commitment to driving up standards of achievement	E	A, I, R
Acts as a role model to staff and children	E	A, I, R
Excellent communicator who enjoys working as part of a team	E	A, I, R
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	E	I
Basic understanding of child development and learning	E	A, I, R
Other		
Committed to equality of opportunity and the safeguarding and welfare of all pupils	E	I, R
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	E	A, I, R
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	E	A, I, R
This post is subject to an enhanced DBS disclosure	E	A, I, R

#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to transform the lives of the children in our Trust.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwithus



The Ted Wragg Institute

We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained	Practice-Based	Domain-Specific	External Expertise	Professional Buy-In
Frequency is critical, not time span	Create new habits	Create new habits	Challenge the familiar & refresh ideas	Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account to enable excellence. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely
educates



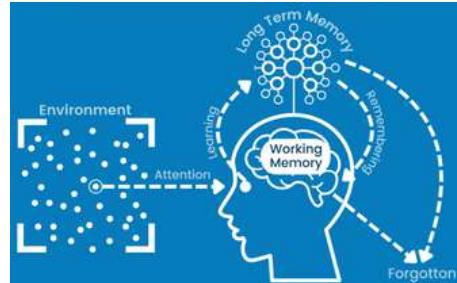
Thrives in a
complex system



Is locally
enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child

- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School

- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem

We endeavour to provide a safe and welcoming environment for pupils and their families.

We listen to our pupils and families and take seriously what they tell us.

We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Exceptional development and networking opportunities



Cost of blue light cards can be claimed through expenses



Free annual flu jab, eye test and allowance for glasses



Exclusive discounts, cashback and vouchers



Free, confidential employee helpline. Available 24-7 through Health Assured



Access to Wisdom app to support your mental health



PUREGYM

Up to 10% off all Pure Gyms



up to the value of £2,000.



Up to 2 days paid emergency time off for dependants



Generous public sector pension schemes for all staff



Timetabled instructional coaching for all teachers



Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for your
interest in working for
us!

