



THE **CORBET** SCHOOL

INSPIRE • ACHIEVE • SUCCEED



Learning Support Assistants (Level 2)
32.5 Hours per week, Term Time plus 3 PD days
September 2026



August 2026

Dear Applicant,

POST: LEARNING SUPPORT ASSISTANTS (LEVEL 2) – Fixed Term
GRADE 5 (SCP 6-7) £13.47 - £13.69 per hour
PART-TIME 32.5 HOURS PER WEEK
MONDAY TO FRIDAY 8.30am TO 3.30pm
TERM TIME + 3 PD days

Reporting to: Assistant Head SENCO

Responsible for: See role of Learning Support Assistants (Fixed Term)

This post is an excellent opportunity for those wishing to work in a supportive and progressive school. The Corbet School is committed to the development of its staff members in order to maximise benefit to the school as well as support individual career opportunities.

To aid your application, please read the overview containing details of the job description, person specification and the role of the Learning Support Assistant.

Please note the deadline for applications is **12:00 noon Friday, 21st August 2026**.

We hope this information is useful in allowing candidates to gain a wider understanding of the school and the post.

We look forward to receiving an application from you. We hope that you find the enclosed information helpful and are excited by the opportunities of this post.

Best wishes,

Dr Jane Tinker
Headteacher



The Post

The Corbet School requires from September 2026 energetic and enthusiastic individuals to join our highly successful Learning Support Team.

The Corbet School has an excellent reputation and proven track record, in helping pupils achieve their possible outcomes in our inclusive environment.

The successful candidates will work under the guidance of teaching staff to support individuals and small groups to maximise their learning during school lessons and some pre and post school activities.

Previous experience of working in a school or in a SEND environment would be an advantage but is not essential. The current team are very supportive of pupils and colleagues, and deliver high quality support, to which new team members should aspire.

This is an excellent opportunity to help young people, and work in a supportive and progressive school.

A person specification and job description follow in this pack.

Application

Application should be received by the Assistant Business Manager, **12 noon Friday 12th June 2026.**

The Interview

Interview Date: **Tuesday, 25th August 2026.**

OUR SCHOOL

The Corbet School is an, 11-16, Converter Academy. It is a mixed comprehensive school situated in a pleasant, rural position eight miles from Shrewsbury and eleven miles from Oswestry. The Welsh border is about twelve miles to the west and some fifty miles away is the attractive Mid-Wales coastline. Housing in Shropshire is cheaper than in some other areas of the country.

Originally opened in 1957, The Corbet School was re-organised as a comprehensive school in 1977. It serves a circular attendance area of some eight miles radius and therefore a large proportion of the pupils travel by the school bus and take school meals. The school enjoys a good reputation in the county and a number of children attend from outside the attendance area. The school day commences at 8.45 am and ends at 3.20 pm, and is organised into a 5 period day (one hour per period). The day is split two: two: one with a break at 11.10 am and lunchtime starting at 1.30 pm.

The school chose to adopt Foundation Status as from September 1999, and from September 2011 applied for and adopted Academy Status.

The Corbet Parent Association is very supportive and fosters both parental contact and involvement. It has proved to be extremely helpful to the school in raising considerable, financial sums.

OFSTED REPORT – MARCH 2022

The Corbet School provides a happy and kind environment where pupils thrive. Pupils say that staff are friendly and approachable. They feel safe and trust staff to help them if they have a problem. Behaviour is good and bullying is rare. If it does occur, staff deal with it well.

Leaders, want the best for every pupil. They have designed an ambitious curriculum which is broad and balanced. Teachers deliver the curriculum well. Lessons are thoughtfully planned. Pupils say that work is challenging, and teachers help them to do their best. As a result, pupils are achieving well.

The school offers pupils a wide range of extra-curricular opportunities. Examples include sports, art, astronomy, chess and drama clubs. Attendance at these activities is flourishing, with many pupils keen to get involved. For example, large numbers of pupils are seen participating in school productions.

The vast majority of parents and carers would recommend the school. They praise the quality of teaching and pastoral support. Many comment that their children were well supported through the COVID-19 pandemic. One parent summed up the views of many by saying 'I could not be happier, and neither could my child.'

CURRICULUM

We have 32 full-time and 16 part-time teachers who deliver a wide curriculum in academic, practical and leisure pursuits. Although broad-based, the curriculum remains balanced with setting in core subjects. In the Upper School, pupils experience a core curriculum, including for many, languages. In 2025 we achieved:

- Attainment 8: 47.24
- Standard Pass (9-4) in English (Literature or Language) 75.3%
- Strong Pass (9-5) in English (Literature or Language) 58%
- Standard Pass (9-4) in Maths 72%
- Strong Pass (9-5) in Maths 54.7%
- Standard Pass (9-4) in English and Maths 63.3%
- Strong Pass (9-5) in English and Maths 44.7%
- Students achieving a standard pass (9-4) in two sciences (Combined or Separate) 70.9%
- Students achieving 5+ standard passes (9-4) Inc. English & Maths 60.7%
- Students achieving at least one qualification (9-1) 100%

Pupils transfer for further education to either Shrewsbury Colleges Group, the Walford and North Shropshire College and some into other local schools who are Sixth Form providers as well as some private sector schools.

Children's pastoral needs are recognised by organising the pupils into small, form groups in each year on a horizontally grouped basis. Each year group is assigned a Head of Year and is overseen by an Assistant Headteacher.

We have a house system which creates healthy competition and the opportunity to develop pupil interests and aptitudes both within and outside the formal curriculum. The five houses are directed by Heads of House.

Extra-curricular activities are well established. Some take place at lunchtime due to the high proportion of pupils who use school buses before and after school (approx. 80%). Others, including inter-school sports matches and visits to the theatre, etc., take place after school and parents arrange for the collection of their children. Each year, various school parties enjoy visits further afield in Britain and on the continent.

STAFFING

The departmental structure within the school is as follows:

English, Mathematics & Computing, Science, Art & Design & Technology, Humanities, Modern Languages, Performing Arts, Physical Education, PSHEE, and Learning Support.

The Head believes in distributed leadership model, with a wide measure of responsibility given to senior and middle leaders. Teachers have considerable freedom and leadership is encouraged at all levels of school. The school has good systems to monitor performance and ensure accountability.

The Leadership Team consists of the Head, Deputy Head, three Assistant Heads and the Director of Business, Finance & Operations. Various staff meetings are held which make recommendations to the Head on all aspects of school policy and give the staff opportunities to participate in decision-making. Working parties address themselves to specific issues. We feel that this open style of management ensures that staff accept collective responsibility for the implementation of all aspects of school policy and feel committed to shaping the school's future.

BUILDINGS AND FACILITIES

In addition to normal classroom provision, there is specialist accommodation for:

Art, Food Technology, Textiles, Technology resistant materials, five Science Laboratories, Music, Library, assembly/dining hall, 3 Computer Rooms, Gymnasium, Sports Hall, and Drama.

The school is always seeking to improve, refurbish and extend its buildings. We are currently in the process of having a new 10 classroom MFL and Humanities block built.

The school has good IT Network capability and communication systems, and has High-Definition Interactive Screens in all appropriate classrooms.

All teachers are issued with a laptop that enables them to access the network within school, and remotely via wi-fi.

LEARNING SUPPORT ASSISTANTS (LEVEL 2)

Role: Learning Support Assistants (Level 2) – Fixed Term

Pay Range: Grade 5 (SCP 6-7)

Line Manager: Assistant Head SENCO

The successful candidate will:

- have good communication skills and the ability to relate well to children, staff and parents
- Ability to bring to the role, initiative, enthusiasm and commitment
- Flexibility and reliability
- experience of working well as part of a team
- a willingness to develop skills

We can offer:

- a calm and supportive school community
- a strong leadership team and a dedicated team of staff
- a committed and supportive board of Trustees
- a firm commitment to your ongoing professional development.

APPOINTMENT OF LEARNING SUPPORT ASSISTANTS (LEVEL 2)

The Corbet School are looking to appoint energetic and enthusiastic individuals to join our highly successful Learning Support Team.

The successful candidate will have a real desire to build on the strengths of the department. Enthusiasm, ambition and vision are essential requirements. This is a fantastic opportunity to join a very successful and ambitious school.

The Corbet School is “Very Good” and over-subscribed, rural, 11-16 comprehensive with outstanding pupil behaviour and consistently high results, highlighted by our progress scores.

LEARNING SUPPORT ASSISTANTS

The successful candidates will work under the guidance of Teaching Staff and nominated teaching assistants to support access to learning for pupils and to assist the teacher in the management of pupils and the classroom, including support for individual Education Health Care Plans (EHCP's). This will include the preparation and routine maintenance of resources/equipment. Work with pupils will be carried out in or out of the classroom.

PRINCIPLE DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

- Attend to pupils' personal needs and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes.
- Supervise and support pupils, including those with special needs, ensuring their safety and access to learning.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact and work co-operatively with others and engage in learning activities.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

SUPPORT THE TEACHER

- Assist with the planning of learning activities.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.
- Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- Monitor pupils' responses to learning activities and accurately record achievement / progress as directed.
- Establish constructive relationships with parents / carers.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Maintain records as requested.
- Administer routine tests, invigilate exams, and undertake routine marking of pupils' work, accurately recording achievement / progress.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Provide general clerical / administrative support e.g. administer coursework, produce worksheets for agreed activities, photocopying, typing, filing etc.

SUPPORT FOR THE CURRICULUM

- Support pupils in understanding instructions.
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.

- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
 - Support pupils in using ICT and develop pupils' competence and independence in its use.
 - Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activities, and assist pupils in their use.
- Monitor and manage stock and supplies, cataloguing as required

SUPPORT FOR THE SCHOOL

- 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 an appropriate person.
- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at break and lunchtimes.
- 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.

OTHER RESPONSIBILITIES

- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

SAFEGUARDING

- Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures.

DATA PROTECTION AND OTHER STATUTORY RESPONSIBILITIES

- Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures.

OTHER DUTIES

- Any other duties that the Headteacher, feels is commensurate with the post.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The postholder will be expected to comply with any reasonable request from a manger to undertake work of a similar level that is not specified within the job description.

The job description may be amended at any time following discussion with the Headteacher/Line Manager and will be reviewed annually.

PERSON SPECIFICATION

Job Title: Learning Support Assistant - Level 2

Responsible to: Assistant Head SENCO

Category	Essential	Desirable
Qualifications	5 GCSE or equivalent including Maths & English	- Teaching Assistant NVQ Level 2 or have completed training of a similar standard - Teaching Assistant Induction Training - First Aid Qualification
Experience	Ability to plan and organise effectively	- Relevant work experience working in a school environment - Some experience of classroom administration.
Knowledge & Understanding	A good knowledge of school based education including child development	Knowledge of national learning strategies including literacy & numeracy
Skills & Abilities	- Good communication skills and ability to relate well to children, staff and parents - Evidence of working well as part of a team - ICT and the willingness to update skills and undertake further training - Sufficiently fluent in spoken English to ensure effective performance in the role.	Specialist skills, training or experience e.g. Art, Music ICT, languages
Personal Qualities	- Ability to bring to the role, initiative, enthusiasm and commitment - Flexibility and reliability - Willingness to develop skills with further training	

The Corbet School is committed to Safeguarding and promoting the welfare of children, therefore the successful applicant will be required to undertake an enhanced DBS Disclosure & Barring Check.