

Desford Community Primary School

Desford Community Primary School, Kirby Road, Desford, Leicestershire, LE9 9JH



Assistant Headteacher with Maths Leadership

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Welcome to our school...



On behalf of Desford Community Primary School, thank you for your interest in applying for the **Assistant Head Teacher / Maths Leader** role at our school. The successful candidate will be required to commence employment from August 2025.

We have put together this pack to give you some key information about our school and priorities, as well as to provide the job description and person specification. We hope that after reading it you will be inspired to apply for the role.

Desford is a happy, friendly and hard-working school with a dedicated team of staff. Our pupils behave well, are keen to learn and they take great pride in respecting our school and wider village community. This is an exciting time to be joining our school. We joined the LIFE Multi-Academy Trust in September 2022 and have benefitted from the opportunities for school improvement through collaboration. We are looking for suitable candidates who can contribute further to this and are able to start in August 2025.

There will be the opportunity to visit the school prior to submitting an application. Please contact the office to arrange this. This can be done by contacting the school office on office@desford.leics.sch.uk.

I look forward to meeting you soon,

Colin Wilson
Head Teacher



Our Location

The village of Desford is situated 7 miles west of Leicester. Our school serves not only Desford but also the surrounding villages of Peckleton, Kirkby Mallory and Botcheston. There are a number of large employers on the periphery of the village including Caterpillar, Neovia and Crown Crest. The village is fortunate to have a wide variety of community run facilities and groups including a library, sports centre, scout groups, tennis and football clubs and a secondary school with a swimming pool open to the public. There is a strong community spirit in the village. Parents particularly value the links the school has developed with the wider community. Friends of Desford Community Primary School (FODCPS) is also very active in raising funds for the school.

There has been significant house building in Desford over the past 10 years and further potential developments are in the planning pipeline. Pupil numbers have increased over this time to 380 children currently on roll. This rapid expansion has been successfully managed.

Our School Premises

As a result of the growth in pupil numbers, the school gained a new exceptional purpose-built 60-place Foundation Stage unit for Reception children which opened in September 2015 and a two classroom Upper Junior unit which opened in May 2018. During the summer of 2019, we built an attractive new library that provides a calm environment for enjoying and promoting a love of reading. We currently have 13 classes, with 2 in each year group other than three classes in what will be year 3/4 from next year.

The premises are modern and well maintained. Classrooms are spacious and well equipped. The grounds of the school are attractive and there are two playgrounds, as well as a regional award-winning community garden. The large playing field easily accommodates football and rounders pitches, plus a running track and wildlife areas. Further additions in the last 2 years are a Forest School that all year groups use throughout the year, a Be Kind Allotment and an area where chickens are cared for by adults and children.



Our Staffing Structure

Our Senior Leadership Team consists of a **Headteacher**, a **Deputy Headteacher**, and **two Assistant Headteachers**. We have SLT+ that includes other Core subject leads and SENDCO who also attend SLT on occasions, as do other staff depending upon the school focus at that time.

Currently there are **16 teachers** (both full and part-time), including the leadership team. We have **23 members of support staff** working across the school.

We also employ a full-time office manager, 2 office assistants, a premises officer, five midday supervisors and a small team of cleaners plus staff for our popular Extra Time Club.

Our Pupils

Pupils at Desford Primary enjoy school and their standards of behaviour is high. Our previous Ofsted report noted that *"pupils are proud of their school and they show respect and consideration for each other and their teachers.*

Relationships are very strong",

"Pupils have very positive attitudes to learning" and "They conduct themselves impeccably around the school and in classrooms where they concentrate, apply themselves to their work and confidently offer contributions to class discussions".



Pupil Statistics – May 2025

Category	School	National
Ever 6 Free School Meals	12.8%	25.9%
Pupils on SEND register	15.1%	17.1%
Pupils with an EHCP	2.9%	3.0%
Pupils with EAL	4.4%	22.8%
Pupils from a minority ethnic background	15.1%	37.4%
Overall rate of absence	3.6%	5.2%
Overall rate of persistant absence	4.9%	14.1%

Our Parent Community

Governors recently conducted a parent survey that was answered by 194 parents/carers. From this we know that parents feel the following to be particular strengths of the school:

- The caring, nurturing relationships staff have with pupils
- Happy children/their children enjoy going to school
- The welcoming, friendly atmosphere, approachable staff

As stated in their report, many parents told Ofsted “how pupils flourish both academically and holistically” at the school. We are very proud of the links we have with parents and how well they support and contribute to our school community that goes from strength to strength.

Our Wider Links

A further theme of our survey results was how much parents value the links the school has with the wider community. These include strong relationships with the local churches, pre-school providers and community groups such as Desford in Bloom and the Desford Scarecrow Festival. The school has a very active fund-raising group in the Friends of Desford Primary School (FODPS).



Our Culture, Values and Development Priorities

Central to everything that we do at Desford is our school rule ***Be Kind to Yourself, Others and the Environment.*** This principle forms the spine of our school values and ethos that have been developed in collaboration with all pupils and staff, whilst also driving the core values of our school curriculum. It also links closely with the promotion of the British Values, something that we believe are crucial for promoting an understanding of equality, diversity and the importance of respecting the values and beliefs of others.



Love of Reading

We believe that fostering a love of reading is crucial for children to be able to access all areas of the curriculum whilst also helping them to develop the knowledge, skills and confidence they need for the next stage of their education and in later life. Children at Desford show an enthusiasm for and a love of all sorts of reading. We are very proud of this and we want to develop this positive energy further and use it as a spark for securing a long-term love of learning for all pupils.

Physical Activity, Health and Wellbeing

The importance of sport, physical activity and engendering a self-awareness and appreciation of mental health and wellbeing is something we place a high emphasis on at Desford. For the past three years we have been involved with the www.rethinkyourmind.co.uk national initiative for empowering wellbeing through creative expression and mindful practice. The '*feel better when*' theme celebrates and encourages individual choice of activities that make you feel good. This is something we actively promote in our curriculum and our extra-curricular activities. Throughout the school year, all children take part in Forest School sessions in our newly developed forest area. We are also in the process of developing an allotment area to grow our own vegetables!

Many of our pupils learn to play a musical Instrument and we believe in giving these children the opportunity to perform and showcase their talents whilst also encouraging all children to develop an appreciation for this and other activities that make them feel good about themselves.



We have excellent foundations on which to build further enhancements to our curriculum in terms of wellbeing. This is something that we want all staff and children to contribute to so that it is ensuring our children develop into independent and confident citizens.

Inclusion and the Pupil Premium

Our Inclusion philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are broken down then they will be better prepared for future life and achieve greater progress in all areas.



Our SEND and Pupil Premium provision is entering a period of remodelling in order to ensure further enhancements to this provision. Pupil Premium provides us with additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as all other children. In most cases the Pupil Premium is passed directly to schools and is clearly identifiable.

It is for schools to decide how the Pupil Premium allocated to each pupil is spent, and we are currently exploring new and innovative ways of doing this that further enhance the support in the classroom and access to opportunities for all children at our school.

Our Environment and the Importance of Community

Ensuring that all of our pupils grow up in a school and community that places a high level of importance on caring for our environment, is core to much of what we do and something that we want to further embed in our developing curriculum. A fantastic group of parent volunteers run a gardening club and community garden at the front of the school, with plans to develop an allotment plot to teach the children about the importance of sustainability already underway. Previously, children and parents have planted over 200 trees across the school grounds for our current pupils to nurture and grow for the benefit of our future generations.

Pupils at Desford experience many other examples of being kind to themselves, others and the environment. The Sports Relief mile, Halloween Harvest Soup Giveaway, Bonnie the Reading Dog and many more examples help to foster an appreciation of community spirit and what it means to be a good citizen. We are incredibly proud of all that our pupils, families and staff contribute towards this.



The Desford Curriculum

At Desford Community Primary School, we place a lot of importance on understanding the context of the community in which our children live, grow and develop. Children in Desford deserve to learn from a curriculum that has been designed to give them the knowledge, understanding and experience that enables them to think critically about the world around them and grow into **KIND, RESPECTFUL CITIZENS** that make a difference in their communities and the wider world.

At the heart of everything in our curriculum, is our '**BE KIND**' ethos that drives everything that we do.

To ensure that our children become kind and respectful citizens, our curriculum has four main drivers that provide every child with the tools to thrive in the modern world.



Desford Community Primary School

Job Advert



Desford Community Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Title:	Assistant Head Teacher / Maths Leader
Grade/Salary:	Leadership Scale Points 1-6
Contract Type:	Permanent / Full Time
Responsible To:	Headteacher
Responsible For:	Teachers and Support Staff within the phase you teach

Desford Community Primary School is a two-form entry primary school with just under 400 children currently on roll and we are delighted to be part of the LiFE Multi Academy Trust. Our aim is for all our children to grow into kind, respectful, citizens. We place a high emphasis on teamwork, collaborative working and clear leadership that is committed to do whatever it takes to improve pupil outcomes.

We are seeking a highly motivated and experienced professional to join our senior leadership team as an Assistant Headteacher with responsibility for leading a phase and maths across the whole school. Our phase leadership is split into the following 3 areas next year: EYFS-Y1; Y2-Y4; Y5-6. Each phase is led by a member of the senior leadership team. This post will lead in either Y2-Y4 or Y5-6 depending on experience. This includes the strategic leadership of your phase and Maths across the school. This is an exceptional opportunity for a forward thinking and energised leader who is passionate about fostering a positive school culture and behaviour ethos and developing their phase and maths across the school as part of a supportive and hard working leadership team.

As a highly skilled teacher and experienced leader, you will add capacity to our senior leadership team to ensure that the school works towards our vision of growing kind, respectful citizens. In this Assistant Head Teacher role, you will help shape the strategic direction of the school. Working closely with the senior leadership team, you will contribute to our commitment to inspire and nurture talented individuals within our vibrant and inclusive community.

We are looking for candidates who:

- Have high aspirations for all children and a desire to raise standards for all children.
- Have a compassionate and caring approach to working with children, parents and colleagues.
- Can demonstrate success in a leadership role that is evidenced across at least 3 years.

- Can demonstrate a strong understanding of effective, trauma informed behaviour management strategies.
- Are committed to achieving the highest standards in teaching and learning, promoting high expectations and a culture of excellence within the school.
- Possess exceptional communication, interpersonal and problem-solving skills, with the ability to build strong relationships with all members of the school community and stakeholders.
- Are Looking to work in a positive and cheerful environment/classroom.
- Have satisfactory references and an enhanced DBS/Barring by Association clearance.
- Have declared the need for reasonable adjustments due to disability or health conditions.
- Have a strong commitment to safeguarding and promoting the welfare of children and young people.

We can offer you:

- Enthusiastic and friendly children who are well behaved and eager to learn.
- A hard-working team of people who are committed to providing the best education for our children.
- Support and encouragement for your continued professional development.
- A newly established coaching culture that shapes the ethos for personal improvement.
- An established, successful and supportive school with good levels of attainment.
- Strong and supportive Head and Senior Leadership Team and wider support and development groups as part of the LiFE Multi Academy Trust.
- A developing and flexible curriculum and an environment that welcomes innovation and new ideas.
- Opportunities for career development and progression within the school and wider LiFE Multi Academy Trust.

How to Apply:

The application form is available to complete on the eTeach website. To apply, please forward your completed application form, together with a covering letter, outlining your suitability for the role and demonstrating how you satisfy the qualifications and experience detailed within the person specification.

Please complete your application via the eTeach website by **9am on Monday 19th May 2025**

Further details will be sent to shortlisted candidates ahead of the interview. Interviews and tasks will be held on **Thursday 22nd or Friday 23rd May 2025.**

LIFE Multi-Academy Trust is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Any offer of employment is subject to satisfactory references and Enhanced DBS, including a Barred List check. Thank you for taking the time to read about our school. We are very much looking forward to meeting you and hearing about how your own philosophy for education fits in with the journey that we are stepping out on.

Desford Community Primary School

Job Profile



Teaching Duties

- Undertake the duties of a teacher as specified in the school's generic job description for the class teacher role, whilst fulfilling the professional responsibilities of a teacher as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)

Strategic Role Within the Senior Leadership Team

- Support and secure the commitment of others to the vision, ethos, direction and policies of the school which secure effective teaching, successful learning and achievement by pupils and prepare them for the opportunities and responsibilities of adult life
- Help lead and manage the creation and implementation of a strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Represent the views and interests of your Phase in the Senior Leadership Team and, in so doing, share leadership responsibility for:
 - School self-evaluation
 - School improvement planning
 - The development of school policies and procedures
 - Staff deployment and development across the school
- Lead a curriculum area or areas (maths), and with the other Assistant Heads, monitor the work of all subject leaders, to ensure continuity, progression and accountability.
- Contribute to School activities such as, parent's evenings, parental workshops, liaison with the local community and extra-curricular activities.
- Represent the school when the Headteacher and Deputy Headteacher are not available.
- Ensure that parents are well informed about the curriculum, targets, children's progress and attainment.

Curriculum Development, Teaching and Learning with the Phase

- Be responsible for ensuring broad and balanced curriculum provision across the Phase focussed on high achievement
- Be responsible for ensuring that improvements in English, Maths, Science and Oracy are priority targets for all pupils within the phase
- Liaise closely with the other Assistant Headteachers to ensure continuity and progression across phases
- Develop and enhance classroom practice in all curriculum areas across the phase
- Ensure a rich and stimulating learning environment for children that helps pupils develop study skills in order to learn more effectively and with increasing independence, through the development and maintenance of appropriate resources across the phase and organisation of trips, visits, visitors and curriculum learning days
- Manage assessments for your phase and have a clear understanding of the progress of

year groups and pupil groups within your phase and wider school issues

- Monitor and evaluate planning, teaching, learning and assessment in the phase and standards of pupil achievement and progress developing an understanding of wider school issues
- Liaise with the Schools Assessment Managers regarding assessment and target setting throughout the phase
- Report to the Senior Leadership Team on standards in the phase and attend Governors' meetings including committees as requested
- Lead the development of effective curriculum links with the LA, the community and external agencies
- Lead CPD programmes within the school

Pastoral Care

- Promote the general progress and well-being of individual pupils across the phase and whole school
- Co-ordinate and lead both phase, Key Stage and whole school assemblies
- Be responsible for monitoring pupils' welfare and standards of behaviour in the phase and whole school, supporting and guiding staff on appropriate strategies, meeting parents where necessary and alerting the Headteacher/Deputy Headteacher to more complex difficulties
- To monitor attendance and address any issues within the Phase through liaison with the attendance officer

Team Leadership Within the Phase

- Support the Headteacher in developing positive working relationships with and between all pupils and staff in the school.
- Lead by example, promoting good classroom organisation and management and being pro-active in new initiatives and curriculum development.
- Establish good relationships, encourage good working practices and support and lead teachers in the phase.
- Hold phase meetings to keep staff informed of developments or changes.
- Provide support to staff regarding teaching and learning, resources, and planning in your phase.
- Monitor teaching and learning to assess how well the national curriculum is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in your phase
- Take a leading role in inducting new staff into your phase and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Maths Leadership

- Develop and review regularly the vision, aims & purpose for the maths curriculum.
- Be responsible for monitoring and developing a maths curriculum provision across the whole school that strives for consistency of quality first inclusive teaching and learning and is focused upon high achievement.
- Oversee the planning of a curriculum that:
 - Is diverse and inclusive and meets the requirements of the national curriculum.
 - Meets the needs of all pupils, including disadvantaged and SEND.

- Is well sequenced to promote pupil progress towards the end of KS2 outcomes
- Is effectively and consistently implemented across the whole school
- Liaise closely with the Senior Leadership Team and Phase Leaders to ensure continuity and progression across the phases.
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the maths curriculum has a positive impact on pupils' learning.
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area.
- Monitor and evaluate the effectiveness of planning, teaching, learning and assessment in maths by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school. Use this understanding to feed into the maths action plan and overall school improvement plan.
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Have an overarching responsibility for pupils' achievement and standards in maths across the whole school.
- Report to the Senior Leadership Team on standards in maths and attend Governors' meetings as requested.
- Share outstanding maths practice, knowledge and expertise throughout the school as appropriate and lead CPD programmes within the school.

General

- Take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher including Health and Safety.
- Take on any additional responsibilities which might from time to time be determined.
- Create and maintain positive relationships and supportive relationships with staff, parents and governors.
- Engage in appropriate training opportunities to promote professional effectiveness in this role.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) The postholder may be required, at times, to work across other schools / establishments / relevant agencies in the locality.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement**. It is a criminal offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general

character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

LiFE Multi Academy 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 will be subject to a DBS check and an online search.

Leicestershire County Council and LIFE Multi-Academy Trust are seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Our Child Protection Policy can be viewed [here](#).

LiFE MAT's Recruitment of ex-offenders policy can be viewed [here](#).

Desford Community Primary School

Person Specification



CRITERIA	ESSENTIAL	DESIRABLE
1) Qualifications and Training.	<ul style="list-style-type: none"> Qualified Teacher Status. 	<ul style="list-style-type: none"> Additional Professional Qualifications.
2) Experience	<ul style="list-style-type: none"> Successful implementation of strategies for raising attainment. Evidence of being an excellent classroom teacher. Effective curriculum development. Striving for high levels of attainment for all pupils How a school may develop and implement a shared vision and ensure the commitment of all partners. How to use comparative data, together with information about pupil's prior attainment to set targets for improvement. How to promote and implement equal opportunities for staff and pupils. 	<ul style="list-style-type: none"> Membership of a leadership team. At least 4 years teaching experience. Experience of Phase Leadership.
3) Personal Qualities	<ul style="list-style-type: none"> Friendly, approachable and able to build professional relationships. Adaptable to changing circumstances and ideas. Creative, energised and motivated in getting the best outcomes for all pupils. Uphold and promote the ethos and values of the school. Not afraid of hard work but recognises the need to manage own workload. Ability to work under pressure and prioritise effectively. Maintain confidentiality at all times. Commitment to safeguarding, equality, diversity and inclusion. 	
4) Senior Leadership	<ul style="list-style-type: none"> Be able to assist the Head in the implementation of the school's performance management policy. Be able to provide INSET and motivation to the team. To be able to move the school forward and maintain school improvement in partnership with the Headteacher and Senior Leadership Team. Show a firm but fair attitude towards the children that upholds the schools behaviour principles. Be able to demonstrate success in a leadership role. Able to mentor and develop staff so that they are supported to improve without doing it for them. 	<ul style="list-style-type: none"> Have developed skills in coaching and mentoring. Team Teach trained. Can demonstrate assertive, trauma informed approaches to behaviour.

5) Phase Leader - Skills and Attributes	<ul style="list-style-type: none"> • Expert knowledge of the national curriculum • Understanding of high-quality teaching and learning strategies, and the ability to model this for others and support others to improve. • Awareness of local and national organisations that can support delivering the national curriculum. • Ability to build effective working relationships with staff and other stakeholders. • Ability to adapt teaching to meet pupils' needs. • Ability to build effective working relationships with pupils. • Knowledge of guidance and requirements around safeguarding children 	
6) Parents	<ul style="list-style-type: none"> • Clear evidence of a commitment to parents as partners in their child's education. 	<ul style="list-style-type: none"> • Experience of initiating parental involvement in school life.
7) Communication	<ul style="list-style-type: none"> • Effective communication and interpersonal skills. • Be an active listener, communicating clearly and taking account of the views of others. • Be supportive of children and adults. • Be able to negotiate and consult effectively. • Be able to give and receive feedback effectively and with compassion & understanding. • Ability to communicate a vision and inspire others. 	
8) School Ethos	<ul style="list-style-type: none"> • Able to place the school's 'Be Kind' ethos at the core of everything they do. • Willing to be part of a hard-working team. • Able to work in partnership with the Head, Deputy and other Assistant Heads to establish the school as a successful centre of learning. • Able to create a climate of mutual respect and achievement that recognizes the values and contributions of the different communities that make up the school. • Willing to learn and be flexible. 	