

Desford Community Primary School

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



Class Teacher Candidate Information Pack

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Welcome to our school...



On behalf of Desford Community Primary School, thank you for your interest in applying for the role of **Class Teacher** at our school. The successful candidate will be required to commence employment at the start of the 2025 academic year.

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 a recently established leadership structure with an energy for driving change and improvement. We are in the process of embedding our curriculum that is bespoke to our children at Desford using our four main curriculum drivers: community and diversity, relationships and well-being, planet and sustainability, and safety and risk. This is a fantastic opportunity to join our school, if you have the desire to make a positive difference by confidently teaching high quality lessons, demonstrating excellent classroom practice to raise standards and achieve good outcomes and a commitment to promoting equality and diversity, then this could be the job for you!

We strongly encourage visits to 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,

A handwritten signature in black ink, appearing to read 'Colin Wilson'.

Colin Wilson
Headteacher



What you need to know about us...

Children are at the heart of everything we do

We focus on developing the whole child, so that every child who attends our school is enabled to grow into a kind, respectful citizen who can make a positive contribution to the communities they live in now and in the future. We do this in a number of different ways.

Ethos, Vision, Mission and Values

We are proud to be a part of LiFE, a multi-academy trust who have clear and ethical vision, mission and values with which our school are proud to align with. LiFE MAT also actively encourage all schools in the trust to maintain their own individual identity so that they can meet the needs and individual context within their own communities.

The LiFE MAT Vision is that all children and adults within the trust are provided with the knowledge and skills to thrive in and beyond education by developing and instilling agency (focusing first on children who have the most barriers) because we believe in a society where there is equity.



Creating simplicity in our vision

 <p>VISION What?</p>	 <p>THRIVE</p> <p>Children and adults acquire the knowledge, skills, attributes and values to THRIVE in and beyond education.</p>
 <p>MISSION How?</p>	 <p>AGENCY</p> <p>By persistently developing and instilling AGENCY in and beyond education, by focussing (first) on those who have the most barriers (the most vulnerable)</p>
 <p>VALUES Why?</p>	 <p>EQUITY</p> <p>Because we believe in a society where there is EQUITY.</p>



BE KIND

 - to - **YOURSELF**  - to - **OTHERS**  - to the - **ENVIRONMENT**

 <p>READY</p>	 <p>RESPECTFUL</p>	 <p>SAFE</p>
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Our own **BE KIND** ethos aligns perfectly with this and underpins everything that we do at Desford. **Be Kind to Yourself** includes focusing on your own learning, wellbeing and mental health, whilst understanding your responsibilities and learning to stand up for your rights. **Be Kind to Others** incorporates everything about respect, equality and equity. We teach children about different faiths, cultures and beliefs and to celebrate diversity and cultural differences. Everyone is welcome, everyone belongs, and everyone is deserving of being treated with kindness. **Be Kind to the Environment** embraces our local and global responsibility for looking after our things and each other, and for becoming environmentally aware and proactive in saving our planet.

Core Behaviour Principles

We believe in a principle led approach to developing good behaviour in our school community, and these apply equally to our school's Positive Relationships and Behaviour Policy, Staff Code of Conduct and Parent Code of Conduct. These four principles are: **BE KIND, READY, RESPECTFUL and SAFE** and were developed through consultation with staff and children. **Be Kind** is the underpinning principle for developing positive relationships and behaviour in our community. **Be Ready** guides children's attitudes to learning in and out of the classroom, ensuring they are ready to acquire the knowledge and skills essential for their development. **Be Respectful** refers to the inclusion of everyone, respectful language and actions. **Be Safe** is the principle that ensures children understand how to be safe online and in person, playing gently and being aware of safety in relation to physical and mental health.



The Desford Curriculum

We believe in providing a curriculum that meets the context of the children in our school community, so have carefully designed ours around four key principles that are underpinned by our **Be Kind** ethos.



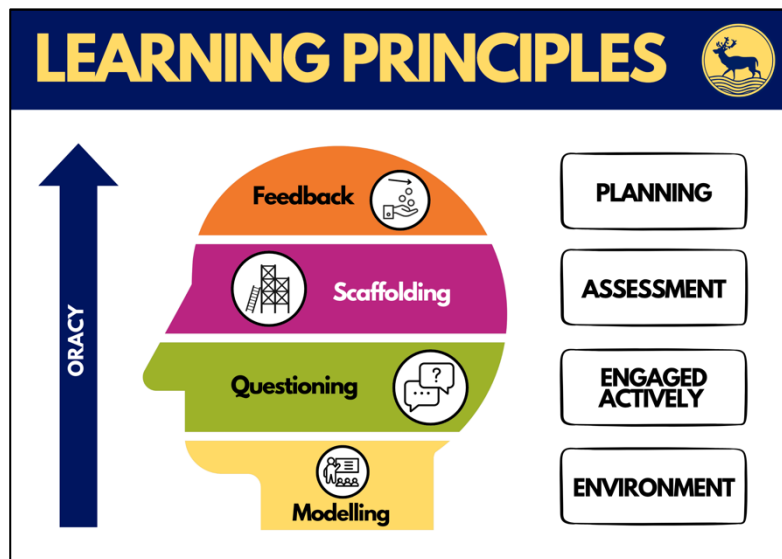
We offer a curriculum that reflects life in the 21st century, taking account of local, national and world affairs past and present. Children in Desford deserve to learn from a curriculum that has been designed to give them the knowledge, understanding and experience that enables them to think critically about the world around them so that they may grow into kind, respectful citizens.

We aim for our curriculum to expose children to the awe and wonder of the world and the importance of understanding British Values in today's society. Our school is a caring community where values are built upon mutual trust and respect, regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender. Our four curriculum drivers ensure that these aims are met through the delivery of our curriculum.

Staff at Desford have high expectations of what all of our children can achieve, encouraging creativity and embedded learning through a spiral curriculum in all subjects. Staff use positive, encouraging language with the children and each other, and plan lessons that meet the needs of all learners.

Learning Principles

We focus on four core learning principles that underpin our drive for a consistency of quality first inclusive teaching and learning in the implementation of our Desford Curriculum. Staff CPD often focusses around these four principles, as well as the other key elements that support teaching and learning. A supportive culture within the school and LiFE MAT ensures that staff are guided and coached to improve teaching and learning through the embedding of these principles in everyday teaching practice. This is done through a collaborative approach to monitoring, evaluation where all teachers and leaders are included in developing teaching and learning in the school and across the trust through staff and peer reviews. These have been integral to raising expectations and standards across the school and trust.



Equity, Anti-Discrimination and Ambassador Groups

In developing agency within our school community, our curriculum and opportunities to understand equity and influence positive change are supported by an annual program of assemblies, events and ambassador groups. We aim, as part of LiFE MAT, to be an anti-discriminative school who actively challenges racism and any form of prejudice and discrimination. Appointed child ambassador groups campaign, fundraise and represent the school in the following three areas:



Each year, Stephen Lawrence Ambassadors plan and deliver a whole school assembly and themed awareness week in April. Wellbeing Ambassadors focus on initiatives around children's mental health week and anti-bullying. Eco Ambassadors work on energy saving projects such as switch off fortnight and in developing energy saving initiatives across the school. Developing pupil agency is a core value for the school and LiFE MAT and something that we encourage all staff to be a part of.

Desford Community Primary School

Job Advert – Class Teacher



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:	Classroom Teacher (initially in Y2-Y4 or Y5-Y6 depending on experience).
Grade/Salary:	Main Pay Scale/Upper Pay Scale (depending on experience).
Contract Type:	Permanent / Full Time
Responsible To:	Headteacher
Key Relationships & Liaison with:	Teachers, other classroom support staff and SENDCO

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 professional to join our staff team as a class teacher initially in either Y2-Y4 phase, or Y5-Y6 phase. Each phase is led by a member of the Senior Leadership Team (SLT) who also teaches within that phase. We believe that authentic leaders also have a class responsibility to ensure that they are able to 'walk the walk' and provide the best support possible for our staff team. This post also includes the leadership of a national curriculum subject. You will be supported and coached to develop this subject area, create an action plan that aligns with the schools current development priorities, and carry out monitoring and evaluation of your subject to ensure high standards of inclusive teaching and learning are maintained across the school. This is an exceptional opportunity for an ambitious, hard-working and energised teacher who is passionate about developing within the supportive culture that our school and the LiFE MAT offers.

As a hard-working and skilled teacher, you will join an EYFS/Y1 phase team that is committed to ensuring that the school works towards our vision of growing kind, respectful citizens within a culture of high expectations.

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 as a classroom teacher that can be evidenced across a sustained period of time.

- Can demonstrate an understanding of, and belief in, effective, trauma informed behaviour strategies.
- Are committed to achieving the highest standards in teaching and learning, promoting high expectations and a culture of excellence within the school.
- Possess good 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 complete the online 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.**
- 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 Description - Class Teacher



Job Purpose

- 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](#).
- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team building amongst teaching and non-teaching staff, parents and governors.
- Ensure that the current national conditions of employment for school teachers are met.

Key Duties:

The Class Teacher will:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work.
- Plan appropriately and adapt teaching to respond to the strengths and needs of the children e.g. through differentiation and scaffolding of tasks.
- Set high expectations which inspire, motivate and challenge children.
- Promote good progress and outcomes by children.
- Demonstrate good subject and curriculum knowledge.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned children, making accurate and productive use of assessment.
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
- Be able to set clear targets, based on prior attainment, for children's learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all children.
- Maintain and develop positive relationships, behaviour and good order among children, managing behaviour effectively to ensure a good and safe learning environment.
- Promote the safety and wellbeing of children.
- Implement agreed school policies and guidelines.
- Support initiatives decided by the Headteacher and staff.
- Communicate effectively with children, parents and carers, including reporting to parents on the development, progress and attainment of children.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Lead, organise and direct support staff within the classroom and deploy resources delegate to them.
- Contribute to the recruitment and professional development of other teachers and support staff.
- Participate in arrangements for preparing pupils for external tests.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values.
- Make a positive contribution to the wider life and ethos of the school.
- Work with others on curriculum and pupil development to secure coordinated outcomes.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

Professional development and professional conduct

- Take part in the school's coaching and appraisal procedures of their own performance – Personal Improvement Plans (PIPS).
- Take part in further training and development to improve own teaching.
- Take part in the appraisal and professional development of others, where appropriate.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.

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 – Class Teacher



CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> ▪ Qualified Teacher status 	<ul style="list-style-type: none"> ▪ Evidence of commitment to further professional development. ▪ Additional professional qualifications.
Experience	<ul style="list-style-type: none"> ▪ The teacher should have experience of teaching successfully in EYFS and/or year 1. ▪ Experience of teaching phonics in EYFS and/or year 1. 	<p>In addition, the teacher might have experience of:</p> <ul style="list-style-type: none"> ▪ teaching across the whole Primary age range ▪ working in partnership with parents ▪ leading a subject area
Knowledge and understanding	<p>The teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ The EYFS framework and the national curriculum. ▪ how children learn and retain learning. ▪ the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies). ▪ quality first inclusive teaching and learning strategies and pedagogy. ▪ the monitoring, assessment, recording and reporting of pupils' progress. ▪ effective strategies for developing positive relationships and behaviour. ▪ the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. ▪ the guidance and requirements around safeguarding children. ▪ the positive links necessary within school and with all its stakeholders. ▪ effective teaching and learning styles. 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Synthetic phonics • The new primary curriculum
Skills	<p>The class teacher will be able to:</p> <ul style="list-style-type: none"> ▪ promote the school's aims positively and use effective strategies to monitor and motivate. ▪ develop good personal relationships within a team. 	

	<ul style="list-style-type: none"> ▪ build effective working relationships with children. ▪ establish and develop close relationships with parents, and the community. ▪ communicate effectively to a variety of audiences. ▪ create a happy, challenging and effective learning environment. ▪ Adapt teaching to meet the needs of all children. ▪ use a range of ICT equipment and programmes to support planning and learning. 	
Personal characteristics	<ul style="list-style-type: none"> ▪ Creative, energized and motivated in getting the best outcomes for all pupils and in upholding and promoting the ethos and values of the school ▪ High expectations for children's attainment and progress ▪ Ability to work under pressure and prioritise effectively ▪ Not afraid of hard work but recognizes the need to manage own workload. ▪ Commitment to maintaining confidentiality at all times ▪ Commitment to safeguarding, equality, diversity and inclusion. ▪ Good attendance record ▪ Friendly, approachable and able to build professional relationships. ▪ Organised and adaptable to changing circumstances and ideas. ▪ Patience and empathy ▪ Honesty and integrity ▪ Excellent sense of Humour 	

More about Desford Community Primary School

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 recent house building in Desford 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 our SENDCO who also attends relevant SLT meetings, 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 **20 members of classroom 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. All of our staff are one team, buying into the school and trust's ethos and values

Our Pupils

Pupils at Desford Primary enjoy school and their standards of behaviour is high. Our most recent 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 – 2024-25

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%



Our Parent Community

As a member of LiFE Multi-Academy Trust, we conduct regular stakeholder surveys with staff, parents and children. Our most recent parent survey was conducted in Spring 2025. 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. The school has a very active fund-raising group in the Friends of Desford Primary School (FODPS). Over recent years, we have worked closely with schools within our trust on projects such as our Anti-Racism Pledge as well as the Stephen Lawrence Foundation which is based at De Montfort University. We are also entering our sixth year of collaboration with the Rethink Your mind charity and being part of their Yellow Book Project, which focuses on wellbeing and mental health.



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. Parents are invited to join us for reading mornings throughout the year so we can share our enthusiasm for reading wider than the classroom.



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 'I 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 children 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 SEND

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. It is our intention that children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to quality first class teaching and appropriately differentiated learning activities and approaches.

Our long-term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them



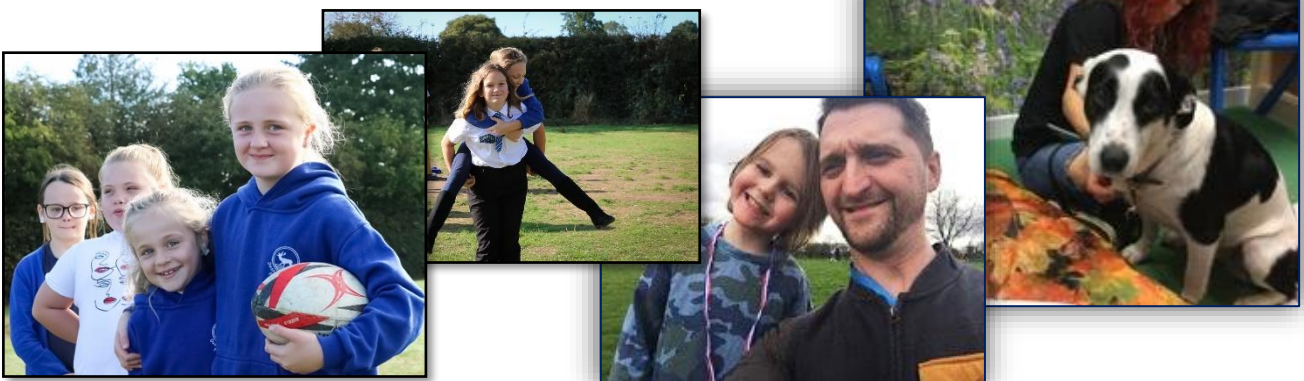
Pupil Premium

Pupil Premium provides us with additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as all other children. 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 Colour Run, 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.



OUR STAFF OFFER



We believe in recruiting the right people, helping them to work together and providing them with the opportunities and desire to stay and develop in our school and Trust.

Putting your trust in our Trust

We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.

Coaching

Coaching is integral to our success. We support colleagues through coaching in the planning of lessons, the delivery of lessons, the evaluation of lessons, and the assessment of outcomes. This all enables deep reflection, which has allowed us to build a child centred culture where staff feel supported to improve learning experiences, and where collaboration with peers and new approaches to practice are encouraged.

Personal Improvement Plans (PIPS)

Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement, not pass or fail numerical targets.

Health and Wellbeing Strategies

Having happy and healthy staff is key to a successful organisation. The school and Trust are committed to:

- providing employees with a safe, healthy and supportive environment in which to work.
- recognising that the health and wellbeing of our employees is important.
- providing a supportive workplace culture where individual healthy lifestyle choices are valued and encouraged.
- Implementing policies that ensure staff are supported with attendance, flexible working and leave of absence where necessary.

We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the workplace. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the Trust is currently working on a *People Strategy* that places an even higher priority on providing opportunities for support and development for all employees within the Trust.

We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload. Access to coaching, occupational health, wellness plans, personal risk assessments and counselling is also available to all staff.

Equality and Equal Opportunities

Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its children, workforce and our wider communities we serve.

Development of Professional Capital and Excellence

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide development opportunities which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

Examples of the many opportunities we encourage staff to take up externally include:

- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)

Development opportunities occur at all levels. Some are led by staff within school or across the Trust and others are externally accredited.

Access to progression and leadership responsibility

Across the Trust, we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age. Over the past 6 years:

- 5 class teachers have progressed into middle/senior leadership positions
- 5 middle leaders have progressed into senior leadership positions
- 2 senior leaders have progressed into senior roles at other school's within LiFE MAT
- 1 senior leader secured a XMAT responsibility for developing Early Career Teachers
- 4 senior leaders have moved on to secure a headship in another school
- 1 senior leader moved on to secure a headship within LiFE MAT

We value having a blend of internal progression and external recruitment to all roles at the school. Internal progression ensures staff feel valued and appreciated whilst enabling a culture of development. External appointments to any role ensures fresh ideas and talented staff continue to join our school and trust, enabling a culture of being self-evaluative.

We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust. A recent development with this is the inclusion of 6 early school finishes throughout the year that enable staff to receive quality, focussed CPD whilst maintaining a good work-life balance.

Collaboration across all schools

We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each school member of the Trust work together. All teachers have the opportunity to develop their own knowledge and skills in monitoring and evaluation by taking part in peer reviews in other schools.

Flexible working

Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments. There is a Trust policy for this that ensures equity for all employees in the Trust,

Staff Induction Process

It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have an induction process that enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. We hold induction meetings and provide training and resources for all new staff.

Early Career Teachers

We offer early careers teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher. We will follow new guidance on the ECT Early Career Framework. We ensure that ECTs and second year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.

We are always looking for high quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools.

