

Desford Community Primary School



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



In partnership with



University of
Leicester



Teaching Assistant Candidate Information Pack

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Welcome to our school...

About Desford Community Primary School



On behalf of Desford Community Primary School, thank you for your interest in applying for the Teaching Assistant role at our school. The successful candidate will be required to commence employment as soon as possible.

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 have joined the LIFE Multi-Academy Trust and have a recently established leadership structure with an energy for driving change and improvement. We are looking for suitable candidates who can contribute further to this.

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



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 significantly in the last 5 years and the school now has over 400 pupils. 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 14 classes, 2 in each year group.

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. There is also planning permission in place for building a MUGA (Multi Use Games Area) in future, partially funded by FODCPS.



Our Staffing Structure

Our Senior Leadership Team consists of a **Headteacher**, a **Deputy Headteacher**, **two Assistant Headteachers**, a **further Phase Lead** and a **SEND team**. Core subject leads also attend SLT on occasions, as do other staff depending upon the school focus at that time.

Currently there are **15 teachers** (both full and part-time), including the leadership team. We have **19 members of support staff** working across the school.

We also employ a full-time office manager, 2 office assistants, a site manager, four kitchen staff, six 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 latest 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 – November 2024	
Category	Percentage
Pupils eligible for Pupil Premium	12%
Pupils with EAL	4%
Pupils with SEND	14%
Pupils with an EHCP	3%



Our Parent Community

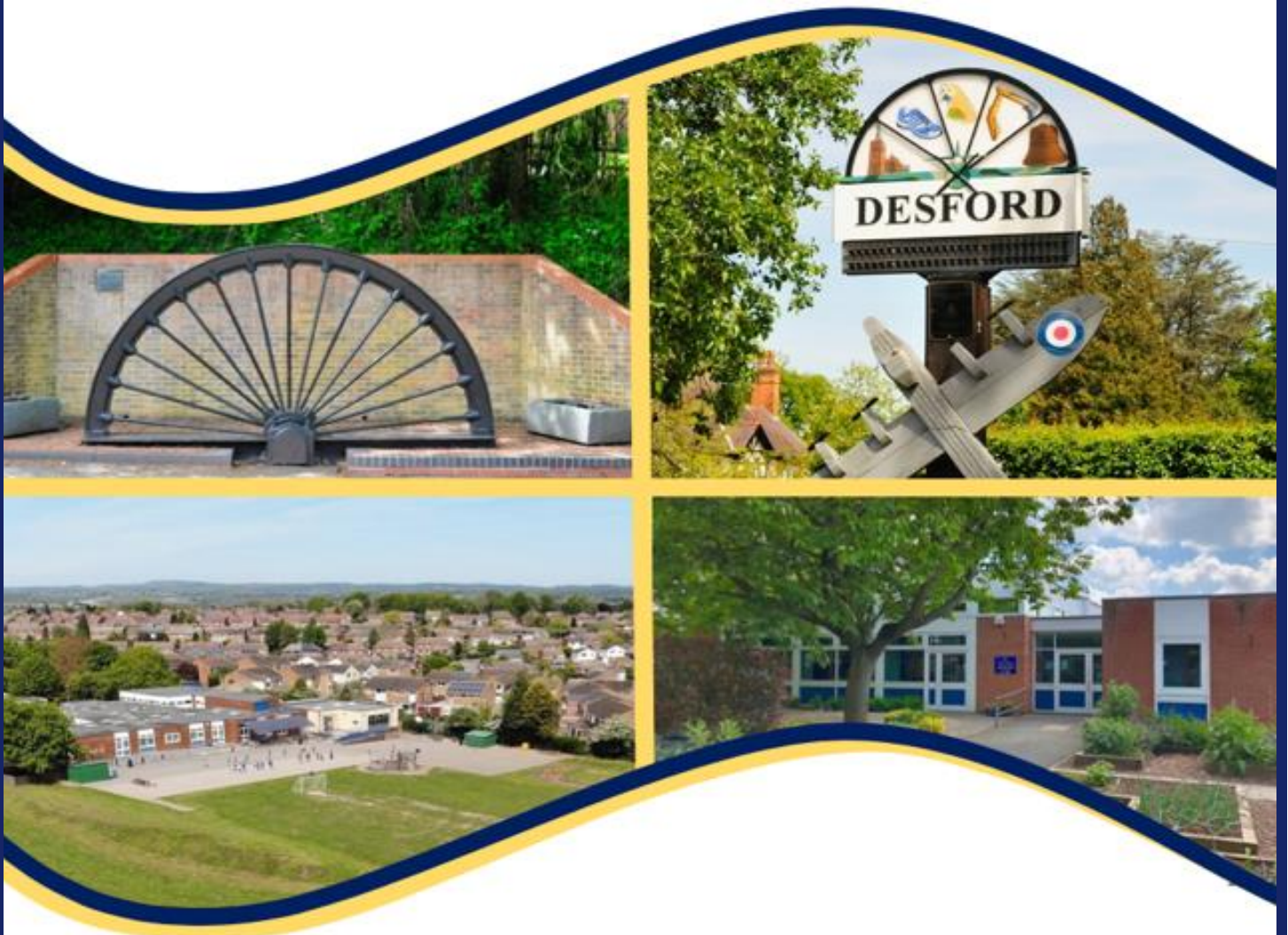
Governors recently conducted a parent survey that was answered by 194 parents/carers. From this we know that parents feel the following to be particular strengths of the school:

- 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. 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 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 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



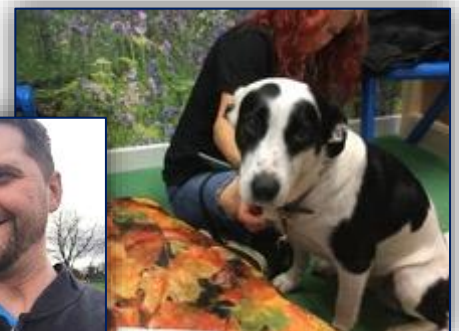
Pupil Premium

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 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.



Anti-Racism Pledge

This Anti-Racist Pledge aims to send a clear and consistent message that racism will not be tolerated at Desford Community Primary School. Each year, we mark Stephen Lawrence Day in April. Within the week, we focus on a theme. Last year's theme was Hopeful Futures. More information about the Stephen Lawrence research centre can be found [here](#).

OUR ANTI-RACISM PLEDGE

**BLACK
LIVES
MATTER**

Commitment to anti-racism and the goals and focus of the BLM movement.



Audit school practices and policies which include Equality Impact Assessments.



Display clear information on how to report racist incidents.



Teach children about racism, migrations, Empire and colonisation.



Racial literacy training for all staff and governors.



What our parents say...

Here are some direct quotes from our most recent parent survey on the school's strengths:

It's a small village school with a fantastic lead and teaching staff, which filters down to the enthusiasm of the learner. My daughter and son always love the Teachers and Support staff that they are with and this I think helps with their learning experience.

Each child treated as an individual in both setting their learning target and from an emotional/pastoral care perspective

Nurturing environment, strong teaching staff, good experiences

Lots of sporting competitions, fun activities which facilitate learning, especially in English and Maths; a good system for behaviour management

It's a school at the heart of the community that has good relationship with parents. Dedicated staff who do brilliant work in school and outside of school hours, with sports clubs etc. And excellent extra time clubs available.

Excellent teaching staff that are very supportive

The family and community atmosphere which ensures my child is happy to come to school.

Outcomes for pupils; providing a range of experiences and opportunities to develop children's all round learning sense of community

Great teachers including lots of positive male role models Enjoyable atmosphere to learn in Quality of opportunities in sport and music Strong leadership

There is a real sense of community and caring, the relationship between staff and student appears warm and I am especially pleased to see a real respect and supporting attitude towards students. I feel that there is a real sense of fun and that learning should be interesting and enjoyable. I like that the majority of homework is digital which encourages my children to want to complete it.

What Ofsted say...

You have established a clear vision for the school, building on previous successes and strengthening the school still further.

Pupils are proud of their school and they show respect and consideration for each other, and their teachers

There is an all-pervasive caring ethos.

Relationships are very strong.

Pupils have very positive attitudes to learning. They collaborate and work well together.

You have focused on the most important skills pupils need in reading, writing and mathematics to accelerate progress and raise attainment.

Pupils conduct themselves impeccably around the school and in classrooms where they concentrate, apply themselves to their work and confidently offer contributions to class discussions.

Teachers plan lessons that engage pupils effectively.

You place clear emphasis on pupils' spiritual, moral, social and cultural development, which is strong.

Standards are improving across the school.

The quality of writing is high across the school.

The school has a strong culture of safeguarding.

Everyone is committed to further improving the outcomes for pupils.

You have raised teachers' expectations of what pupils can achieve and for the large majority of pupils' attainment and progress are improving across the school.

Desford Community Primary School

Job Description



Job Title:	Teaching Assistant (TA) 17.5 hours per week, 39 weeks per year
Grade:	Grade 6, Point 9-10
Contract Type:	Fixed term to the end of 2024/25 academic year
Salary:	FTE Salary £25,188– £25,590. Actual Salary £10,196 - £10,358
Responsible To:	Headteacher through Class Teacher or SENDCo
Key Relationships/ Liaison with:	Teachers, Other classroom support staff, SENDCo
Job Purpose:	A TA will work under the direction and supervision of a teacher to assist with teaching and learning and associated activities in accordance with school policies and procedures. This may include assisting with planning, delivery and evaluation of learning activities; supporting in whole classes; and working with individuals and small groups of pupils.
Occupational Standards:	Supporting Teaching and Learning (STL) Level 3

MAIN DUTIES AND RESPONSIBILITIES:

1. To assist with the planning, delivery and evaluation of whole class learning activities, including identifying how the pupils can best be supported.
2. To work under the supervision of a teacher to plan, deliver and evaluate learning activities for small groups or individual pupils, providing feedback on pupil engagement and their achievement of the desired learning objectives.
3. To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.

4. To promote the development of pupil's self-reliance, self-esteem and emotional resilience.
5. To promote, observe and report on pupil performance and development, using assessment strategies to improve learning.
6. To support the physical, intellectual, emotional and social development of pupils, facilitating children and young people's learning and development.
7. To promote the development of positive relationships and acceptable behaviour in accordance with school policy.
8. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
9. To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
10. To prepare and utilise ICT resources to support pupils learning.
11. To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a relevant physical learning environment.
12. To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
13. To provide support for bilingual / multilingual pupils if required.
14. To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions.
15. To assist with the maintenance of pupil record keeping systems, including recording agreed updates to individual records.
16. To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
17. To assist volunteers based in your work area, as appropriate.

18. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special Schools)
19. To support, as appropriate, in instances where pupils are unwell whilst at the school.
*
20. To provide toileting support to pupils as necessary.**
21. All members of staff are responsible for safeguarding and promoting the welfare of children.

Other duties the school may wish to include, not affecting the grade of the post:

22. To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
23. To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
24. To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
25. To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.
26. To undertake midday supervision duties.
27. To support, as appropriate, in instances where pupils are unwell whilst at the school.*

* first aid should only be provided by staff who hold appropriate first-aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

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.

Our Child Protection Policy can be viewed on the school website.

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

Desford Community Primary School

Person Specification



	Essential	Desirable	How assessed
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> NVQ 3 in Supporting Teaching and Learning, or equivalent <p>OR</p> <p>Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post.</p> <ul style="list-style-type: none"> Level 2 qualifications in maths/numeracy and English/literacy <p>OR</p> <p>Able to demonstrate competency in literacy and numeracy equivalent to level 2.</p> <ul style="list-style-type: none"> 	✓		App/Doc
<p><u>Experience</u></p> <ul style="list-style-type: none"> Experience of supporting teaching and learning in a formal setting 	✓		App/Int/ Ref
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. 	✓		App/Int/ Ref
<p><u>Skills/Attributes</u></p> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. 	✓ ✓		App/Int

<ul style="list-style-type: none"> • Empathy with children and young people. • Ability to work effectively as part of a team. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		<p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p> <p style="text-align: center;">Int/Ref</p>
<p><u>General Circumstances</u></p> <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	<p style="text-align: center;">✓</p>		<p style="text-align: center;">App/Int</p>
<p><u>Factors not already covered</u></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	<p style="text-align: center;">✓</p>		<p style="text-align: center;">Med</p>

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)

How to Apply

Please apply through the ETeach website. To apply, please complete the application form outlining your suitability for the role and demonstrating how you satisfy the qualifications and experience detailed within the person specification.

Please send your completed application via the ETeach website by **10am on Friday 22nd November 2024.**

Further details will be sent to shortlisted candidates ahead of the interview. Interviews and tasks are likely to be held week beginning **Monday 25th November 2024.**

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.

Kind regards,



Colin Wilson
Head Teacher

