

Recruitment Pack: Teaching Assistant



Dorchester
Middle School

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Learn Today for Life Tomorrow



Welcome

APPLICATIONS CLOSE: Sunday 6th June, 2021

INTERVIEWS: Date to be confirmed

SCHOOL VISITS:

Due to current restrictions, you are welcome to arrange a school visit after school hours. However, there is a virtual tour of the school on the school website.

<https://www.dorchestermid.dorset.sch.uk/virtual-school-tour/>

If you would like to arrange a visit, further information or to speak to the Headteacher, before submitting an application, please contact the Headteacher PA, Ali Araya on 01305 265651 or via email: aaraya@dmsschool.co.uk

Map reference: <https://www.google.com/maps/place/The+Dorchester+Middle+School/@50.7083943,-2.4533715,16z/data=!4m5!3m4!1s0x0:0x4a7c96caeb5eef55!8m2!3d50.7083943!4d-2.4489941>

Learn Today for Life Tomorrow

Introduction to our School

Mission Statement

At Dorchester Middle School we believe that every child is extra-ordinary and that education has the capacity and the potential to change lives for the better. We are committed to providing children with the best possible educational experience within a positive, caring and supportive environment.

At Dorchester Middle School teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering.

It is our aim to ensure that every child is encouraged by high expectations and aspirations to achieve the highest standards. We offer opportunities that inspire our children and encourage them to become independent learners, which enable them to establish the values, qualities, skills and knowledge they need to achieve success, gain fulfillment in the future and become lifelong learners. When our pupils leave us at the end of Year 8, we expect them to be responsible, caring and confident young people ready and equipped to move on to the next stage of their education.

It is our aim to ensure that every child feels happy and safe in school. We work together to ensure that courtesy and mutual respect underpin all that we do and that all pupils have the opportunity to achieve their academic, personal and social potential for excellence.



"Pastoral leaders provide strong care and nurture for pupils."

"Teachers use their subject knowledge well to develop pupils' understanding..."

(Ofsted report May 2019)





"The school's work to promote pupils' personal development and welfare is good."

"Pupils behave well around the school. They are confident and articulate".

(Ofsted report May 2019)



About Dorchester Middle School

Dorchester Middle School converted to become a Single Academy school on 1 June 2012. There are currently 595 pupils, with a 5-form entry at Year 5.

On leaving Dorchester Middle School, pupils usually transfer to the neighbouring Thomas Hardy School (THS), which is part of the Wessex Multi Academy Trust.

Dorchester Middle School is part of a pyramid of local schools, receiving pupils from Damers First School and Prince of Wales First School in Dorchester as well as local village first schools.

There are strong links and good working relationships with all of the feeder First Schools and the Thomas Hardy School, which enables smooth transition between the various stages of our pupils' education. The school is also part of the Dorchester Area Schools Partnership (DASP), designed to enhance and benefit learning within the pyramid.

Nearly all pupils are of White British heritage and the proportion of pupils with English as a second language is well below average.



"The classroom environment is typically conducive to learning."

(Ofsted report May 2019)



School Facilities

The school has a large playing field, tennis courts, playground, a Forest School area and garden areas with a wildlife pond.

The school has an ICT suite, a purpose built design and technology department, 2 fully equipped science labs, drama and music facilities and a full sized gym.

There is also a fully equipped Physical Disability base.

We offer a wide range of extra-curricular activities run by staff, parents and coaches, both at lunch-time and after school.

All these activities are fully inclusive.

Each Year Group supports a charity during the year with fundraising events organised through various activities. The school supports a Pupil Voice with representatives from each Year Group.



'Staff are responsive to pupils' ideas to make the school more environmentally aware.'

(Ofsted Report May 2019)



Curriculum

The school provides a rich and varied learning experience both within the school day and through extra-curricular activities. 'All aspects of the enrichment programme are fully inclusive, in line with the school's ethos.'

The curriculum is currently taught in mixed attainment groups by specialist subject teachers at KS2 and KS3.

The school constantly reviews the ongoing needs of all pupils and tailors learning in the classroom to ensure that pupils, of all needs and abilities, are appropriately challenged and make good progress.

A learning register is created and managed by the SENDCo and shared with staff. This identifies pupils with particular needs and provides strategies for learning and additional resources available to enhance their learning.

Faculty Leaders closely monitor teaching within their subject areas to identify gaps in pupil's learning and to help plan recovery strategies to raise standards in their subjects.

Assessment data is regularly recorded to track progress and support this ongoing monitoring.



'Disadvantaged pupils are supported well in terms of their pastoral needs'

(Ofsted Report May 2019)



Most Able Pupils

The provision for Most Able Pupils (MAP) reflects the general philosophy of Dorchester Middle School and is an integral part of the school's approach to teaching and learning. The school provides an inclusive environment by setting suitable learning challenges; responding to children's diverse learning needs and overcoming potential barriers to learning.

The school defines a more able child as any child who is attaining significantly above their Age Related Expectations. These pupils are extended and stretched to reach their full potential in lessons.

Teachers have high expectations of all pupils and offer appropriately varied work. This happens by employing a wide range of teaching and learning styles in the classroom and carefully monitoring progress. A range of enrichment opportunities are provided both within and outside school to broaden and deepen MAP pupils' understanding.

Pupil Premium

The progress and wellbeing of Pupil Premium (PP) children is a whole school priority and this is built into the School Improvement Plan.

A member of the leadership team has overall responsibility for managing the programme and monitoring outcomes for individual pupils.

In addition, there is a dedicated member of staff to mentor PP children with the aim of supporting their learning, homework, health and emotional well-being.



“The support provided enables pupils to be fully involved in the life of the school.”

(Ofsted Report November 2018)



Pupils with SEND

Dorchester Middle School has a very good reputation for providing for pupils with complex and challenging needs, and this is a particular strength of the school.

The SENDCo identifies pupils with additional needs and works with teachers and support staff to provide support and additional resources required to enhance these pupils' progress.

We have a specialist mainstream Physical Disability Base for 5 pupils. The Local Authority has responsibility for allocating pupils to this provision.

There is a significant number of pupils with EHCP's and others with additional needs. These are managed by the SENDCo and a team of specialist support staff.

The school aims to give all pupils the best chances in life, providing effective support for vulnerable pupils and for those who find learning more difficult. Pastoral care is a strength of the school with staff specializing in successful strategies to ensure full inclusion.

Dorchester Middle School is proud to be a strong, cohesive learning community that reflects well its values of co-operation, total inclusion and success for all.



“Governors are supportive of the school and share the ambition to raise standards.”

(Ofsted Report November 2018)



Staffing Structure

The school is currently led by the Headteacher, Caroline Pluck.

The current leadership structure consists of the Headteacher, Deputy Headteacher, Four Assistant Headteachers (2 x Key Stage Leaders, a Curriculum Leader, who is also Faculty Leader of Music, and a Faculty Lead of English), Business Manager and SENDCo.

There are 30.5 FTE teaching staff, 25 FTE support staff, which includes administrative, technical assistants and site/maintenance staff.

Governing Body

DMS has a dedicated and active Governing Body made up of representatives from staff, parents and the wider community. There are also Associate Governors who provide specialist knowledge to the various committees.

The Governors are currently considering the benefits to the school of joining a local MAT.

Community Links

We welcome and encourage parents and other members of the community to participate both in school and with extra-curricular events. Parents are provided with information regularly through newsletters, our website and parental consultation.

There is an active PTA, supporting the school through various fund-raising events as well as a Parent Voice Forum.

Policies

Policies, information about Pupil Premium and Attainment can be found on our website, as can the latest Ofsted reports (November 2018 and May 2019).