



Da Vinci Academy

A L.E.A.D. Academy

# Candidate Information Pack

## Teaching Assistant (Learning Support Assistant) - fixed term

**Da Vinci Academy**





## Welcome from the Headteacher

I am incredibly proud to be the Headteacher at Da Vinci Academy, working with dedicated staff, students, parents, and the wider community to create a supportive and ambitious learning environment.

As part of L.E.A.D. Academy Trust, we are committed to delivering the highest standards of education, ensuring every student reaches their full potential. Our academy fosters a culture of high expectations, respect, and success, where students are encouraged to work hard, aim high, and contribute positively to school life.

If you are looking to join a school that is ambitious for both its students and staff, we would love to hear from you.



**Jayne Scattergood, Headteacher**

## About Da Vinci Academy

At Da Vinci Academy we passionately believe that outstanding education is every child's right and we aim to provide the same breadth and depth of provision as the best schools in the country.

Our journey towards excellence is driven by persistent effort, hard work and patience. We strive for inclusive education with high expectations, excellent behaviour, equal access to a rigorous curriculum and enrichment opportunities to enable all pupils to excel.

We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential.



# Benefits of being part of the Trust



## Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



## Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



## Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



## Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



## Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



## CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



## Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



## Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



## Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



## Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



## Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



## Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



## Teaching Assistant - fixed term

|                |                                                                                                |
|----------------|------------------------------------------------------------------------------------------------|
| Location:      | Da Vinci Academy, Derby, DE21 4ET                                                              |
| Salary:        | NJC 7-12 pro-rata, 39 weeks per year, 32.5 hours per week, Actual Salary £21,091 to £22,853 pa |
| Closing Date:  | 9 July 2026 at 9.00 am                                                                         |
| Interview Date | as soon as possible                                                                            |
| Start date:    | 3 September 2026 until 23 July 2027                                                            |

As a Teaching Assistant (Learning Support) (fixed term) at Da Vinci Academy, you will play a vital role in supporting high-quality teaching and learning across the Academy. You will work closely with teachers and other professionals to support pupils in accessing the curriculum, ensuring that all learners are able to achieve their full potential.

A key aspect of the role will be supporting pupils with a range of needs, including those with SEND and other vulnerable pupils. You will contribute to creating an inclusive learning environment, enabling pupils to engage fully in lessons and develop both academically and personally.

We are seeking a committed and enthusiastic Teaching Assistant who is passionate about making a meaningful difference to pupils' lives. The ideal candidate will be an energetic and positive professional, with strong interpersonal skills and the ability to build supportive relationships with pupils and colleagues. You will be dedicated to supporting learning and helping students to make excellent progress across the curriculum.

We welcome applications from individuals who share our values and ambition for pupils.

This is an exciting time to join Da Vinci Academy. You will become part of a committed and forward-looking team, where collaboration, professional learning and shared accountability are central to improvement.

You will benefit from:

- A supportive culture with access to coaching and high-quality professional development
- Opportunities to work with colleagues
- A strong focus on staff wellbeing, professional dialogue and work-life balance
- The opportunity to make a real and lasting difference to pupils' confidence, attainment and future opportunities

# What does our Year 11 Head pupil say about our School



Da Vinci Academy is a place where pupils and teachers work together to help each other succeed. Our school is more than an institution of academic learning; it is a place where character, leadership, and resilience are nurtured alongside knowledge.

Every day, we are encouraged to aim and set high standards for ourselves, to embrace challenges with determination, and to celebrate not only personal success, but also the achievements of those around us. In this way, we grow not only as individuals, but as members of a supportive and inspiring community.

What makes our school unique is the spirit of collaboration and respect unites us. Students are given the opportunity to explore their talents whether in academics, sports, the arts, or service and to discover their potential in an environment that values curiosity, creativity, and perseverance. The guidance and dedication of our teachers, combined with the encouragement of our peers, create an atmosphere where excellence is not only pursued but also shared.

I invite you to see the passion, commitment, and vibrancy that define our school. We take pride not only in our academic accomplishments but also in the strong sense of unity, respect and integrity that form the foundation of our school culture.

# Our location and wider area



Da Vinci Academy is ideally located in an area that combines excellent connectivity with a high quality of life making it an attractive place to both live and work. The academy is well connected to nearby towns and cities, by a good road network providing easy access to a wide range of professional, cultural and leisure opportunities while retaining a strong local identity.

The local area benefits from a welcoming community, good amenities and affordable cost of living, making it particularly appealing for those looking to settle, relocate or achieve a healthy balance between professional commitment and personal life. Many staff value the sense of community and the supportive, down-to-earth environment in which the academy sits.

One of the standout features of the area is the close proximity to the Peak District National Park, offering exceptional access to some of the country's most beautiful landscapes. Within a short distance, you can enjoy:

- Walking, cycling and a wide range of outdoor pursuits
- Stunning countryside, reservoirs and historic villages
- Space to unwind, recharge and maintain physical and mental wellbeing

For those that enjoy cities, you can reach the following city centres within a relatively short time:

- Derby – 2 miles
- Nottingham – 13 miles
- Leicestershire – 25 miles
- Lichfield – 24 miles
- Stoke on Trent – 31 miles

This unique setting allows staff to combine the demands of their role with the restorative benefits of nature and outdoor living. For many colleagues, the ability to step from a challenging and rewarding working day into such a rich natural environment is a significant and valued part of working at Da Vinci Academy.

# Job Description



## Job Purpose

- To work with children as part of a team under the overall direction of the SENCO/Assistant SENCO who will be responsible for the policy and educational programme and for matters of control and discipline within National Curriculum Framework.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses under the overall management and guidance of the class teacher.
- To work independently in accordance with guidelines in order to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- Activities undertaken by colleagues at this level would be monitored by the SEND Team or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process

## Responsible to:

SENCO

## Liaising with (working relationships)

- Headteacher
- External Agencies
- Safeguarding Team
- SEND Team
- Teaching staff
- Support and Pastoral Staff
- SLT

## Duties and Responsibilities

### Main/Core Duties:

- Assist with the planning and evaluation of teaching and learning activities.
- Provide support to individuals and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.
- Planning, delivering and monitoring interventions within the Learning Centre and the classroom.
- Support at break, lunchtime and before/after school (dependent on rota)
- To be an advocate for students with SEND enabling them to have the best possible outcomes
- To provide administrative support enabling effective sharing of information for students with SEND

# Job Description



## Support for the Pupil

- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies and procedures at all times.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Assist with the personal and intimate care of pupils.
- To support children and young people with SEND, supporting them to actively participate in learning activities. To liaise with parent/carers/outside agencies as required.

## In Class Support

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary.
- Escort and supervise pupils on educational visits and out of school activities.

## Support for the Curriculum

- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate.
- Prepare and effectively use ICT within the classroom environment to support and promote pupils' learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.

# Job Description



## Support for the School

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.
- Carry out break supervision and other duties as directed
- First aid training and associated duties

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

# Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

| Qualifications and Attainments | Essential criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Desirable criteria                                                                                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>GCSE pass level or equivalent qualifications in Maths/Numeracy &amp; English/Literacy</li> <li>In addition to the requirements above, candidates must hold one of the following qualifications: Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL), Level 3 NVQ Supporting Teaching and Learning (STL), Level 3 NVQ Childcare Learning and Development (CCLD), Level 3 CACHE Diploma in Childcare and Education, QTS, BTEC National Learning Support, Children's Care and Education Diploma (CCE), NVQ Level 3 Caring for Children and Young People, Open University Specialist Teaching Assistant Certificate (STAC), Specialist Teaching Assistant Award (STA), City and Guilds Certificate in Learning Support combined with NCFE, 3563 Special Needs Assistant Qualification, NVQ3 Teaching Assistant</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>A degree or post graduate qualification.</li> </ul>                                                                                         |
| Skills and Knowledge           | Essential criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Desirable criteria                                                                                                                                                                 |
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                    |
|                                | <ul style="list-style-type: none"> <li>knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning</li> <li>knowledge of stages of child development and individual needs</li> <li>understanding and awareness of individual needs and ability to adjust communication methods accordingly</li> <li>developed communication skills, both orally and in writing</li> <li>ability to establish positive relationships with pupils, families, and colleagues</li> <li>awareness of techniques necessary to support individual learning needs and development</li> <li>initiative in dealing with day-to-day issues</li> <li>ability to contribute to the planning and delivery of learning activities</li> <li>knowledge of appropriate behaviour management practices</li> <li>knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security</li> <li>knowledge of safeguarding procedures and protocols</li> <li>ability to organise classroom resources and assist with the maintenance of pupil records</li> </ul> | <ul style="list-style-type: none"> <li>an appreciation of the National Curriculum and how this is applied to planning, preparation, and delivery of learning activities</li> </ul> |
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                    |

# Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

| Experience | Essential criteria                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable criteria                                                                                                                                                                                                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"><li>• experience of working within an education setting or equivalent</li><li>• proven experience of working with children and young people, including children with individual needs and from a range of backgrounds</li><li>• relevant experience of building positive relationships with all stakeholders</li><li>• experience of working with children or young people with SEND</li></ul> | <ul style="list-style-type: none"><li>• direct experience of working with pupils to raise attainment through personal intervention</li><li>• innovative use of resources and materials including ICT software and equipment</li><li>• understanding the role of parents/carers and the wider community in education</li></ul> |

| Personal Attributes | Essential criteria                                                                                                                                                                                                                                                                    | Desirable criteria                                                        |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"><li>• have an openness to learning and change</li><li>• have a positive attitude to personal development and training</li><li>• be able to work in ways that promote equality of opportunity, participation, diversity and responsibility</li></ul> | <ul style="list-style-type: none"><li>• Current Driving Licence</li></ul> |

# Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

| Additional Requirements | Essential criteria                                                                                                                                                                                                                                                                                                                                                                                                    | Desirable criteria |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                         | <ul style="list-style-type: none"><li>• This role is subject to an enhanced DBS</li><li>• May be required to work out of school hours to support the academy.</li><li>• have an openness to learning and change</li><li>• have a positive attitude to personal development and training</li><li>• be able to work in ways that promote equality of opportunity, participation, diversity and responsibility</li></ul> |                    |



# How to apply

Closing date: 9 July 2026 at 9.00 am  
Interview date: as soon as possible  
Contact email: [vacancies@davinciacademy.co.uk](mailto:vacancies@davinciacademy.co.uk)  
Contact number: 01332 831515

Please complete the online application form using the online Sam Recruit Portal which can be found on the LEAD Academy Trust Vacancies website - <https://recruit.sampeople.co.uk/Jobboard/Vacancy/Search?TrustId=57&Distance=100>

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



# About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

## Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



**Lead**



**Empower**



**Achieve**



**Drive**

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

*Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.*



**24**

Primary  
Academies



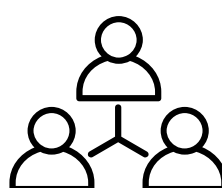
**03**

Secondary  
Academies



**05**

Geographical  
Regions



**11,500**

Pupils



**1,650**

Staff



**Da Vinci Academy**  
**A L.E.A.D. Academy**

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St Andrew's View,  
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[www.davinciacademy.co.uk](http://www.davinciacademy.co.uk)