



Farmor's School

The Park

Fairford

GL7 4JQ

Information Pack

for the vacancy of

TEACHING ASSISTANT/S

Start Date – 1st September 2026



April 2026

Thank you for your interest in the post of **Teaching Assistant** at Farmor's School – a fixed term (to 31.8.27) full or part time, term time only position starting on 1st September 2026.

I hope that you find the information contained in this pack informs you about our school, but I would encourage you to come and visit us to see for yourself.

Please note that Farmor's School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

I fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and I thank you in advance. In return I undertake that we will read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

Please do not hesitate to contact us should you wish to discuss the post further or would like to arrange a visit.

I look forward to receiving your application.

With best wishes,

Mark Surowiec

Headteacher

Farmor's School

TEACHING ASSISTANT/S

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Introduction

We are looking to appoint a Teaching Assistant(s) to join an experienced and successful department.

The Role

Teaching Assistants provide support for the SENCo, the student, the teacher and the school as a whole. Teaching Assistants provide support for students within the classroom with particular emphasis on meeting the needs of students with SEND. They also withdraw individuals and small groups of students with SEND to deliver specialised programmes of learning as directed by the SENCo and differentiated programmes as directed by subject teachers.

Full details of the expectations of the role are outlined in the job description.

The Person

The successful candidate will be qualified to Grade C or above in GCSE (or equivalent) English and Mathematics. He or she will be able to demonstrate using a range of strategies to deal with classroom activities, the physical learning space and resources. Experience of working in a school environment is preferable.

Identifying special educational need

At Farmor's, we are able to provide a broad and balanced curriculum for children whose needs fall within the 4 areas of SEND:

1. Communication and interaction

Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome.

2. Cognition and learning

Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)

4. Sensory and/or physical needs

Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

A whole school approach

All students access our Universal Provision and have their needs considered through Inclusion by Design. High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. All teachers are responsible for every child in their care, including those with special educational needs and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all pupils with special educational needs and disabilities in their classes, including where pupils access support from teaching assistants or any other specialist staff.

The identification of SEND is built into the whole school approach on assessment.

How do we identify children and young people with SEND and assess their needs?

Identification of students with SEND results from:

- Information from either the primary or previous school which is passed to the Learning Support team
- The school's own baseline assessments
- KS2 SATs scores
- Progress based on data collection
- Teacher referrals
- Head of Year referrals
- Parent / carer referrals
- Pupil self-referrals
- Referral from an outside agency

The SENCO will liaise with all feeder Primary schools during Year 6 and make additional visits as necessary. Further contact with parents helps to create a detailed picture of our students and their needs before they join us at Farmor's. Students are invited to make additional visits during the summer term to ensure a smooth transition. Once they have joined us in Year 7 we assess the students (alongside their KS2 data) so that we know their starting point.

Assessing students:

Completed by all students in Year 7:

- Reading comprehension (STAR)

In addition, students on the SEND register can be tested using selected assessments from this list:

- DASH (Handwriting Speed)
- DRA (Diagnostic Reading Analysis)
- Salford Reading Test
- Basic Number Screening Test (Hodder)
- British Picture Vocabulary Scale (BPVS)
- TOWRE (Test of Word Reading Efficiency)
- CTOPP (Comprehensive Test of Phonological Processing)

Students who qualify for an intervention are assessed at the start and end of each programme.

Provision

We are a team of 1 x Assistant Headteacher (Inclusion), 1 x SENCO, 1 x Deputy SENCO, 3 x Higher Level Teaching Assistants, 17 Teaching assistants (13 fulltime equivalent) and 1 x administrative assistant. All teaching assistants (TAs) are fully trained in the interventions that they deliver to students. There is a programme of continuing professional development and this is tailored to the needs of our students (eg Autism, Dyslexia, ADHD, Dyspraxia, MLD, Down's syndrome). We continue to look at opportunities to further develop our skills base.

Our support is split between interventions and in-class support. The in-class support is focussed primarily on the core subjects (English, Maths and Science) and a larger share of TA time is afforded to Key Stage 3 (Years 7, 8 & 9). For both Key stages we run a lunchtime homework club. The club is offered in the comfortable accommodation of our Learning Support computer room, with adult supervision.

Targeted support is aimed at those children who were working well below expectations in Year 6 for Reading (these children are withdrawn from non core lessons for a reading intervention). We follow the Catch Up Reading programme, as well as That Reading Thing for pupils needing a higher level of support. In Years 8 and 9 students still needing support have additional literacy intervention, as required. Alongside these groups we run complementary interventions using the following programmes:

- Catch up Literacy (1:1 literacy intervention)
- That Reading Thing
- SNIP spelling
- Typing skills
- Social Skills

- Power up / Power of 2 Maths
- Toe by Toe reading intervention
- Talkabout Teens
- Zones of regulation
- Starving the anger/anxiety gremlin

In Key Stage 4 (Years 10 & 11) students are given a wide range of options to choose from and we can advise on suitable choices. All students have access to careers advice and support in making applications for post-16 destinations. We liaise closely with our colleagues in post-16 settings to ensure a smooth transition.

Some students may qualify for Access Arrangements for exams and controlled assessments. Should they meet the exam board criteria for this support and it is their 'normal way of working' we can put those arrangements in place. All Y9 students are screened using SPaRCS (Spelling, Processing and Reading Comprehension Speed) in the spring term. Further testing is then carried out with students who may qualify for additional access arrangements.

If a student requires medication/special arrangements during school hours, an Individual Health and Care plan will be put in place. The school nurse can advise on the implementation of such a plan and this is overseen by Student Services.

Accessibility

The school site has a mixture of modern accommodation and areas that have been refurbished in the last few years. Physical accessibility issues are met by taking the individual needs of the student or adult into account. For example, classes can be rescheduled into downstairs classrooms in areas with rooms not on the ground floor, and students are given additional time to move between rooms if this is felt necessary.

There are 4 x accessible toilets and shower facilities and ramp access to the 6th Form Learning Resource Centre.

All SEND students have equal access to day trips and residential trips and extra-curricular activities by making 'reasonable adjustments'.

Specialist services

The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. We work with a range of support services and are able to offer advice and support to staff and students. These include:

- Advisory teacher for Hearing Impairment
- Advisory Teacher for Visual Impairment
- Advisory Teacher for Communication and Interaction
- School Nurse
- Educational Psychologist
- School Counsellor
- Primary Mental Health practitioners
- Occupational Therapy
- Speech and Language Therapy
- Health professionals (Paediatrics, Clinical Psychology)

Wellbeing

At Farmor's we pride ourselves on our pastoral care. All students are looked after by a form tutor/Head of Year who gets to know them very well, alongside a pastoral manager for years 7-8, 9-11 and 12-13. This pastoral system is supported with a PSHCE curriculum and a range of policies, including the Anti-Bullying policy. Noelle Sturla is the designated teacher for Looked After and Post –Looked After Children.

Review and Evaluation

Strategies to support students with SEND are summarised on individual Pupil Profiles and these are made available to all teaching staff. The Pupil Profile is a working document and has joint input from the student, their parent/carer and the staff who work with them. Parents are invited to review the Pupil Profile and can raise any issues at Parents'

Evenings where the SENCO will be available to book to discuss any concerns.

Students are closely monitored across all subjects to track their progress at regular intervals. As students are seen to make progress they may come off the SEND register. If they are not making progress, then the support that is offered will need to change. Parents are informed of this progress through the school's reporting system.

Communication

We encourage regular conversations with students, parents and staff, which will shape the Pupil Profiles. Students' progress is closely monitored through our tracking system and any concerns quickly flagged to parents for early intervention.

Pupil profiles are reviewed with the student 3 x per year by the Learning Support Team. Parents are requested to share their views as part of this ongoing process.

Parents are encouraged to meet with the SENCO at parents' evenings; talk through concerns on the telephone; through email contact and also face to face meetings.

Further sources of information

- Gloucestershire SEN and Disability Local Offer
- SENDIASS Gloucestershire
- Independent Parental Special Education Advice

Useful Organisations

The National Autism Society - Understanding Anxiety at School

<https://autism-connect.org.uk/site/index>

<http://www.childautism.org.uk/>

What is ADHD - About ADHD (adhd.uk.co.uk)

<http://www.thedyslexia-spldtrust.org.uk/>

<http://www.dyspraxiafoundation.org.uk/>

<https://www.mencap.org.uk/> - Learning difficulties

<http://www.ican.org.uk/> - Speech and Language

The School

Farmor's School is an 11-18 school in Fairford, a small town in the Cotswolds which is in easy commuting distance from Cirencester, Stroud, Swindon and Cheltenham. Most staff who work at the school live in the Cirencester area, Swindon, Cheltenham and Oxfordshire. Students who attend the school come mainly from eight feeder primary schools in Gloucestershire. We are also the school of choice for many parents in Cricklade and North Swindon.

Farmor's School was founded in 1738 with money left by Miss Elizabeth Farmor and Miss Mary Barker to educate fifty boys in Fairford. In 1815 girls were admitted into the school but they were kept separate from the boys. In 1922 the school became co-educational. The school moved to its present site in 1961 and became an 11-18 comprehensive school in 1966.

Farmor's School converted to an Academy in August 2011.

Farmor's School serves a predominantly rural area which includes some of the prettiest villages in the Cotswolds. We have close links with our primary schools in Bibury, Down Ampney, Fairford, Hatherop, Kempsford, Meysey Hampton, Southrop and St Lawrence, Lechlade. We also have a significant intake from St Sampson's, Ampney Crucis, Wiltshire and from the independent sector.

The school is situated in beautiful parkland, within walking distance of the centre of Fairford. The eighteen-acre grounds are well maintained by our site staff and include a modern and well-equipped Sports Centre. The school has a mix of modern and 1960's build accommodation. We have been working hard over the last few years to improve the teaching and learning environment through a combination of grounds and building works.



10 reasons to work at Farmor's School

1. **We are a friendly and welcoming school.** New staff always comment on how helpful and supportive our colleagues, students and parents are.
2. **Our students are eminently teachable.** Our high expectations and positive learning culture means that there is a consistently calm and orderly environment around school.
3. **We value a broad education.** Students have an open option choice and a huge range of extra-curricular opportunities available to them.
4. **Our efforts to improve teaching and learning are based on the evidence of what works,** not on the latest fad or government whim.
5. **Almost a quarter of our students are in the Sixth Form.** Teachers are able to teach the full range of age groups and teach to very high levels of ability.
6. **Departments have protected time to work collaboratively.** We have six Team Days each year dedicated to working together, meaning no after school meetings.

7. **You will have access to an excellent professional development programme** and time to work on your individual development needs. Our weekly early finish means all professional development is within a reasonable working day.
8. **We take work-life balance seriously** and maintain generous arrangements for personal leave.
9. **We are located in beautiful, rural surroundings** with easy access to Cirencester, Cheltenham, Swindon, Oxford and Bristol.
10. **We are a friendly, supportive and professional community** where you will be able to develop your career.

“Every teacher is enthusiastic and seems to really enjoy teaching their lesson. This urges us to progress in that subject, achieving the goals we set ourselves”

Student

“We very much doubt that our children would have excelled academically and developed as happy young adults, if they had not had the dedication, support and enthusiasm of Farmor’s teaching staff”

Parent

The Curriculum and Academic Success



The school maintains a broad and balanced curriculum which enables students to achieve academic success.

The Sixth Form is attended by over 200 students, some of whom come from other 11-16 schools nearby. We offer a wide range of courses, alongside a rich programme of study and enrichment including the EPQ and Duke of Edinburgh Gold Award. The ethos in the Sixth Form is that students are treated as young adults and guided to make good choices, both academically and personally. This ethos, alongside excellent teaching and small class sizes, means that students from all backgrounds achieve success.

At GCSE, the school achieves consistently strong outcomes. In 2025, 75 % of students achieved 4+ grades in English and Maths, and 23% of all grades were at grades 7-9. We maintain a broad open-choice curriculum at both Key Stages 4 and 5, with our sixth form progress being one of the highest in the county.

Pastoral Care

The school has a strong pastoral ethos where individuals are nurtured. The staffing structure is traditional, with five Heads of Year and teams of tutors. We have an excellent Student Services support team, counselling service and a range of support services for students.

Extra-curricular Activities

We enjoy a strong reputation for sporting success, competing at regional and national level with different age ranges and sports. We provide an extensive programme of educational visits and take part in many competitive activities across schools, such as photography, languages and mathematics. Outdoor pursuits activities, including Duke of Edinburgh Gold and Bronze Awards, are increasingly popular.

Classes



There are 25 one-hour lessons a week and one half-hour PSHE session. On Thursdays we finish early at 3.00pm to allow meetings and professional development to take place within a reasonable working day.

KS3 students are mainly taught in mixed ability groups. Setting takes place in Maths (from Y7) and Science (from Y9). English is taught in mixed ability groups throughout the school, although a small group is identified in KS4 which studies English Language only.

The Senior Leadership Team

The senior leadership team are:

- Mark Surowiec (Headteacher)
- Emma White (Deputy Headteacher)
- Sarah Hughes (Business Manager)
- Sylvia Bettington (Assistant Head)
- Henry Bew (Assistant Head – Sixth Form)
- Roger Eckersley (Assistant Head – Pastoral)
- Noelle Sturla (Assistant Head – Inclusion)
- Claire Wells (Assistant Head – Teaching and Learning)

The Governing Board

We have an effective governing body who work closely with the senior team. Our Chair of Governors is Sam Bartholomew, an experienced primary school headteacher. The governing body committees have been structured to ensure that their work reflects the strategic priorities of the school, with a greater emphasis on the quality of teaching and student welfare.

Staff

We are fortunate to have hard working, experienced and friendly staff. Being a rural, community focussed school our staff are loyal and committed. Around a third of our staff have had children attend the school, many live locally and are themselves previous Farmor's students. Some teachers have committed a substantial part of their careers to the school, and we value their experience. We also maintain a healthy turnover of staff, particularly as teachers seek promotion, so that there is a regular influx of fresh thinking and ideas. Our strength lies in the balance of continuity and change in our staffing profile.



Our staff like working at the school. Our annual staff survey indicates that staff feel the school is well led and managed and that they are listened to and supported in their work. Staff absence levels are very low and we have a generous 'family friendly' policy regarding compassionate leave. Our staff work hard and sometimes feel the stresses of the job, as in all schools. However, we strive to avoid making people's jobs more difficult than they need to be through excessive initiatives, directives and unreasonable accountability measures. We respect teachers' expertise and professional autonomy whilst expecting them to deliver excellent outcomes for our students.

Students

Students at Farmor's School achieve well academically. Staff and visitors comment upon the students' good manners, friendliness and positive attitudes. We are a comprehensive school and attract students from a range of academic and social backgrounds; however, our strong ethos means that students understand that a calm, respectful approach is best. Where students do step over the line, we have a clear system in place to ensure they get back on track.



There are many opportunities for students to take responsibility and participate in democratic processes, including Year 11 prefects, Heads of School, School Council, the Charities Committee and Student Ambassadors. Older students often mentor the younger children at the school. Our House System promotes participation in the wider life of the school and healthy competition.

Application Process

Applications should be made via the MyNewTerm portal. In your personal statement please address the following:

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?

Please be concise and include the most pertinent information in your personal statement. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to applying, including the job description and information about the school.



Visits

You are welcome to make a visit to the school - please contact admin@farmors.gloucs.sch.uk to organise. This is not part of the selection process and those unable to attend will not be adversely affected.

Selection Process

The closing date for applications is **12 noon on Monday 15th June 2026**.

Please note – we will review applications as and when they are received. We reserve the right to close this advert for applications at any point.

The categories of information that we collect, process, hold and share for recruitment purposes are:

- personal information (such as name, DOB, contact details)
- special categories of data including characteristics information such as gender, age, ethnic group, criminal record information if relevant
- previous employment information (such as post, roles and salary information and referees)
- relevant qualifications (and, where relevant, subjects taught)
- documents submitted as proof of identity on interview day

Why we collect and use this information:

We use candidate data to:

- shortlist applicants
- to verify candidate identity under safeguarding regulations
- to monitor equality of opportunity in recruitment
- inform the development of recruitment and retention policies

The lawful basis on which we process this information:

- By law we have to process your data to make sure we meet the requirements of [The Education Act 1996](#)
- We need to process your data to ensure that we comply with [Keeping Children Safe in Education Guidance](#)

We use your data:

- to meet the requirements of the law regarding data sharing and safeguarding

Collecting this information:

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Storing this information:

Successful applicants: we hold school workforce data until your employment ends +6 years as detailed in our Retention Guidelines, a copy of which is available on our school website.

Unsuccessful applicants: we retain application data for 6 months after the completion of the process after which it is disposed of securely, either by in-house shredding or by using an accredited confidential waste disposal company, depending on volume.

All personal data held on applicants and employees is kept securely with access restricted to relevant personnel only.

Who we share this information with

We do not share information about applicants prior to appointment to a role at Farmor's School. If an applicant is successful and commences employment with us they become subject to the **Farmor's School Data Privacy**

Notice – How we use School Workforce Information.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Sarah Hughes, Business Manager.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing

- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Further information

If you would like to discuss anything in this privacy notice, please contact Sarah Hughes, Business Manager.