



Information Pack

For applicants:

Assistant Headteacher

Bosvenna Way

Heamoor

Penzance

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Welcome to our School

Welcome to Heamoor Community Primary School. Hopefully this Information Pack will provide you with an insight into our school, and offer some practical information which will be of use to you as a prospective candidate.

No two schools are ever the same; whilst the buildings may look similar the ethos and values of a school are almost always unique to that particular community of adults and children. We have a long & distinguished reputation for serving the Heamoor Community. We pride ourselves on being a true community school committed to the holistic development of every child in our care. Our ethos is reflected in our school aims:

- To provide a warm, friendly, caring environment where our children can develop self-confidence and increase their self-esteem
- To assist our children to reach their full potential academically, physically, socially, spiritually and morally by providing a nurturing and affirming ethos throughout the school.
- To provide a stimulating, cohesive curriculum which is appropriately differentiated to cater for each child's individual needs, abilities and skills
- To help the children to develop a sense of responsibility and tolerance towards others both within & beyond the school community and to have respect for the local and wider environment.

We want everyone in our school community, including staff, pupils, governors and parents, to feel a sense of pride, to feel happy and supported and to have ownership in what we achieve through our mutual endeavours and partnerships. To this end we are committed to working together to provide the best possible learning experience for the children in our care.

Jodie Flynn
Headteacher

GENERAL BACKGROUND

Heamoor Community Primary School has been in existence since 1901. In 1990, the school moved to its new site on Bosvenna Way where it lies in the heart of an established residential community. The school building is located on a generous site with extensive grounds including large playground spaces, a large school field, mature woodlands and a range of wildlife habitats.

We are committed to the continuous development and improvement of our school accommodation. In 2009, we set about creating a dedicated Foundation Stage Unit with a bespoke outdoor learning environment. Moving in to Key Stage 1, our Year 1 & 2 classes benefit from large double-base classrooms and our junior classrooms with their direct access onto our playground. Our children also benefit from a flexible seating approach in their classrooms which includes softer furnishings and different height tables, giving children the opportunity to be more independent, to take ownership of their learning and choose a work space that they feel most comfortable in.

In total we have 3 Infant classrooms and 4 Junior classrooms, as well as a school hall, a library, dedicated SEN Rooms and smaller group-teaching spaces, our Rainbow Room, (which is where our Learning Mentor is based), a kitchen, offices, two playgrounds, a meadow, a school field and a woodland area. All our classrooms have interactive whiteboards, and the school operates a wireless network with laptops in each classroom.

The school enjoys many strong and well-established partnerships within the local community including The National Trust and Trengwainton Gardens, Penwith PE Network and we are a founding school within Penwith Trust (PET). We enjoy working with a range of teaching schools to support further development of our practice and the professional development of our staff. We are proud of our long-established Healthy Schools status and our 'Gold' School Games Award testifies to our comprehensive programme of school sport & extra-curricular activities. The school enjoys taking an active part in all local community events from St Piran Day celebrations to the Mazey Day Parade.

We enjoy the advantages of a stable, enthusiastic & cohesive staffing team. As a result, our pupils benefit, year on year, from a wide range of enrichment opportunities ranging from residential trips and whole-school productions to Art & Design projects within the local community. We are continually driven to offer our pupils the very best that we can possibly provide.

CLASS ORGANISATION

The school currently has **192** children on roll. These are organised into 7 classes in the following way:

Class	Year	Teacher	Additional Roles	Boys	Girls	TOTAL
Red Class	R	KATE STRIKE	EYFS Leader	17	13	30
Orange Class	1	DANIELLE KOSTER	Children's University/PSHE Leader	11	17	28
Yellow Class	2	ELLIE BLAYNEY	Maths / Phonics / Art / KS1 leader	13	15	28
Green Class	3	BEN DAVIES	Reading / Humanities lead & School Council / KS2 Leader	15	11	26
Blue Class	4	JO SHIELDS	Science/ICT Lead	10	9	19
Indigo Class	5	ADELE SHELLEY	Writing / Music / E-Safety lead	19	11	30
Violet Class	6	TOM CALDWELL	Deputyhead / Assessment coordinator / PE & D&T Leader	17	14	31
				102	90	192

Additional teaching staff:
Lesley Osborne – SENDCo
Farahnaz Thomas-Kamali – MFL Lead / 1:1 Tuition tutor
Verity Rogers – Sports Teacher

Amongst our highly skilled support staff we also have a;

- Communication Champion supported by the ASD team
- Full time Learning Mentor who is also a Trauma Informed Schools Practitioner,
- Nurture Group lead,
- Library manager,
- Sports Leader
- Swimming leads (trained to ASA level 2).

OFSTED INSPECTION SUMMARY

The school was last inspected by Ofsted in June 2016. Inspectors gave the following summary comments about the school;

This is a good school. The headteacher inspires all in the school to do their utmost and make sure pupils learn in a happy atmosphere. Pupils are nurtured and encouraged. Anything that gets in the way of learning is quickly removed.

- Children are taught well and make good progress in the early years. Teachers plan varied and interesting activities for children to encourage their learning, curiosity and wider development.
- Effective leadership in English and mathematics has led to teachers gaining strong subject knowledge.
- Although pupils' historic achievements at the end of key stage 1 were below the national average, good teaching is leading to the majority of pupils now making quicker progress.
- Leaders and teachers have been successful in helping pupils from disadvantaged backgrounds to make good and sometimes rapid progress.
- Pupils make good progress from their starting points. When they leave Heamoor, they are well prepared for the next stage in their education.
- The most able pupils make particularly good progress. Teachers ensure that challenging activities motivate pupils to achieve their best.
- Pupils behave well, get along together happily and try hard in lessons. Pupils say that they feel safe. Their safety and well-being have a high priority.
- Governors have high aspirations for pupils. Their decision-making has created good capacity for further improvements. Parents are overwhelmingly positive about the school's work.

We place a great emphasis on our child-centred, nurturing and supportive approach and felt extremely proud that Ofsted recognised this also;

"Pupils thrive because they feel valued and extremely well supported. They understand the teachers' expectations for good work and behaviour. The high-quality support given to the most vulnerable pupils and their families is making a positive contribution to developing pupils' self-esteem, well-being and the progress they make."

"Pupils and staff live out the school values, such as using kind words and inspiring and respecting each other. This contributes strongly to pupils' social, moral, spiritual and cultural development. The school's caring and nurturing ethos aligns closely with fundamental British values. Pupils are thoughtful, considerate."

To commence: 1st September 2018

We have an exciting opportunity to join our friendly and caring school in the heart of the community of Heamoor.



From September 2018, we are reorganising our leadership structure and therefore we are looking to appoint **two Assistant Headteachers** who looking for a rewarding role in our school. Each role will have a (0.8) teaching responsibility (*the year group is negotiable based on the candidates experience*) with dedicated release time to undertake the leadership role. One role will focus on the pastoral aspect of the school including behaviour and safeguarding and the other will have a Teaching, learning and assessment focus.

We are seeking passionate, enthusiastic candidates who are excellent classroom practitioners. We see ourselves as a creative, nurturing and supportive school; one where children have a real desire to learn and are enthusiastic, and a respectful atmosphere exists between children and between adults.

What we can offer:

- A supportive school; one where children are put firmly at the heart of everything we do.
- A chance to thrive in an ambitious school, working in partnership with a Headteacher who is passionate and determined to continue the school's journey to excellence.
- A friendly and supportive team dedicated to rapid school improvement and enjoyment of school life
- Motivated children who are keen to learn and are enthusiastic about school.
- A warm, friendly, caring working environment with dynamic, interested and enthused staff.
- Support for our children to reach their full potential academically, physically, socially, spiritually and morally by providing a nurturing and affirming ethos throughout the school.
- Children who love to learn and are happy coming to school
- Ongoing development opportunities to challenge and support you professionally
- Genuine value and support of staff well-being.

We are looking for individuals who are;

- Passionate, enthusiastic candidate who is an excellent classroom practitioner.
- An individual with a strong commitment to school improvement and a clear determination to achieve and maintain educational excellence whilst promoting inclusion and diversity through strategic planning.
- An excellent communicator who works inclusively with all stakeholders.
- Someone who has excellent interpersonal skills and is a reflective practitioner, has a sense of humour and a good understanding of emotional intelligence.
- An individual of high standards and expectations of both themselves and others. A commitment to maintain and develop these through continuous school improvement.
- Someone who inspires and motivates staff and children.
- A strategic, creative and forward thinker, with the drive and enthusiasm to continue to promote and develop the highest expectations of teaching and learning across the school.
- Well organised, able to prioritise and willing to work as part of a school leadership team.
- Supportive of and sympathetic to the ethos of the school

Visits to the school are warmly welcomed. Please contact the school secretary, Mrs Carol Nicholls by phone or email; secretary@heamoor.cornwall.sch.uk.

Closing date: 12 noon on Friday 4th May 2018

Interview: Wednesday 16th May 2018

Completed applications should be returned to the school office (labelled "for the attention of: Mrs Jodie Flynn") or emailed to head@heamoor.cornwall.sch.uk

Person Specification

These are key criteria in addition to the statements in the advert. Your supporting statement is crucial in our selection process and your application will need to demonstrate how you feel you meet the Person Specification, including examples of any relevant experience.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified teacher status, degree level qualification, or equivalent At least 4 years' teaching experience in the primary sector Further relevant professional/academic study and/or evidence of CPD and knowledge of current issues in education. At least 3 years of proven strong, successful leadership & management experience in a primary school or academy e.g. at a whole school subject leadership level 	<ul style="list-style-type: none"> Evidence of recent & relevant professional development training with a focus on management or leadership skills Experience of working with a senior leadership team with a school improvement focus
Qualities and knowledge	<ul style="list-style-type: none"> Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes. Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. Understanding how to empower all pupils and staff to excel. Evidence of implementing, managing and evaluating change in a collaborative way. 	<ul style="list-style-type: none"> Have experience in managing safeguarding issues Experience of leading curriculum innovation Experience of coaching, mentoring and/or leading whole school improvement Experience of working with other professionals in a trust of schools and other external bodies
Pupils and staff	<ul style="list-style-type: none"> Raising standards that have impacted positively on pupil attainment and teaching and learning. Significant experience in evaluating and using data to plan and improve pupil performance. A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. A commitment to valuing, supporting and encouraging the professional development of all staff members 	<ul style="list-style-type: none"> Recognised as providing an example of excellence as a lead classroom practitioner and inspiring and motivating other staff.
Systems and processes	<ul style="list-style-type: none"> An understanding of how to create accountability systems with the support of the leadership team and combine data from a range of sources in order to maximise the achievement of pupils. A clear understanding of and commitment to promoting and safeguarding the welfare of pupils. To be able to analyse and interpret relevant school, local and national data and present it as required to accountable stakeholders Demonstrate excellent ICT Skills 	<ul style="list-style-type: none"> Working with a Headteacher to secure and sustain high expectations and excellent practice in teaching and learning throughout the school Experience of monitoring and evaluating the quality of teaching and standards of pupil's achievement across a school. Knowledge of the statutory requirements of legislation concerning Health & Safety, SEN and Child Protection;
The self-improving school	<ul style="list-style-type: none"> A commitment to building and maintaining effective and positive relationships with parents, carers, Governors, the wider community and other schools. Inspiring and influencing others, within the school, to believe in the fundamental importance and value of education in young people's lives. Excellent communication skills and proven ability to listen to, understand and work effectively with all pupils, staff, Governors and parents. The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. 	<ul style="list-style-type: none"> Effective operational knowledge of EYFS, Key Stage 1 and 2 Ability to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
Commitment	<p>A commitment to:</p> <ul style="list-style-type: none"> Promoting the school vision and ethos High ethical standards Relating positively to and showing respect for all members of the school and wider community Ongoing relevant professional self-development Safeguarding and child protection Maintaining an excellent track record demonstrating: A spotless record, free from attendance, capability, disciplinary or grievance issues or warnings. 	

JOB DESCRIPTION

POST: Assistant Headteacher

SCHOOL: HEAMMOOR CP SCHOOOL

PAY RANGE: Leadership Scale LI-5



Core purpose:

- Secure excellent teaching in your phase for all staff to achieve high standards of learning and attainment across the school.
- Support the deputy headteacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Lead in your phase on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Secure an excellent curriculum and assessment strategy in your phase providing a high-quality education system that achieves high standards for pupils.
- Promote excellent teaching in your phase by providing structured support, coaching and strategic direction to all teachers and support staff in the phase.
- Promote excellent classroom behaviour and attitude to learning in your phase by taking the lead on structured support and coaching for all departments and support staff.
- Use external and internal research and development to innovate and improve teacher practice across the phase providing a research-led approach.
- Provide expertise in current curriculum and examination requirements in your phase to inform teaching, planning and learning so that pupils are best prepared for the next phase of their education.
- Implement, track, monitor and evaluate whole school quality assurance procedures in your phase, reporting regularly to the Headteacher.
- Provide data analysis in your phase for pupils, parents, teachers and senior team members that directly impacts on improving the quality of provision and teaching.
- In your phase, challenge underperformance and provide clear guidance and direction for improvement.
- Hold all staff to account for their professional conduct and practice.
- Lead by example to foster an open, transparent and equitable culture.
- Regularly report directly to the Governing body providing information on quality assurance, innovation and strategic development planning.
- Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- Uphold the highest standards of professional and business ethics, and support the governors in ensuring that this impacts on all aspects of the school's decision making processes.
- Keep pupils safe and support the Headteacher to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the school.
- Represent the school at relevant panels, working groups and meetings as required by the Headteacher.
- Undertake other duties and responsibilities as is reasonably directed by the Headteacher.

Duties and responsibilities

- Hold and articulate clear values and moral purpose, focussing on providing a high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and CPD.
- Support the Headteacher in communicating a compelling school vision empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools drawing on and conducting relevant research and robust data analysis.
- Support the Headteacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Support the Headteacher to establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school
- Support the Headteacher to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspire and influence others – within and beyond the school– to believe in the fundamental importance of education in young people's lives and to promote the value of education.

NB: The aim of this job description is to indicate the general purpose & level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the headteacher to reflect the changing needs of the school. The postholder will be expected to undertake the duties commensurate with the range & grade of the post & any lesser duties as directed by the headteacher or his/her representative.