



Information Pack For applicants:

Class Teacher

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Welcome to our School

Welcome to Heamoor Community Primary School. We hope this information pack provides you with a clear insight into our school, our community and what makes Heamoor such a special place to work and learn.

No two schools are ever the same. Whilst buildings may look similar, it is the ethos, relationships and shared sense of purpose that truly define a school. At Heamoor, we are proud of our long and established history of serving the local community, and of the strong, positive relationships that sit at the heart of everything we do.

We are committed to creating a warm, inclusive and nurturing environment where every child feels safe, valued and able to flourish. We believe that children thrive when they are supported emotionally as well as academically, and we place great importance on developing confidence, self-esteem and a genuine love of learning.

Our aim is for every child to achieve their full potential. We provide a rich, engaging and appropriately challenging curriculum that is carefully adapted to meet the needs of all learners. High expectations underpin all aspects of school life, and we encourage children to approach their learning with curiosity, resilience and determination.

We also place strong emphasis on the development of positive relationships. We work closely with pupils, parents, staff and the wider community to ensure that everyone feels respected, supported and included. Through this, children develop a sense of responsibility, an understanding of others and a respect for both their immediate environment and the wider world.

At Heamoor, we are proud to be a genuine community school. We want all members of our school community — pupils, staff, governors and families — to feel a shared sense of belonging, pride and ownership. By working in partnership, we strive to provide the very best opportunities and experiences for the children in our care.

We are a friendly, supportive and ambitious school, where staff wellbeing is valued and professional development is encouraged. Joining our team means becoming part of a collaborative community, committed to continuous improvement and to ensuring the very best outcomes for every child.

We look forward to welcoming candidates who share our values and are committed to making a positive contribution to the life of our school.

Jodie Flynn, Headteacher

Our School

Heamoor Community Primary School has been at the heart of its community since 1901. In 1990, the school relocated to its current site on Bosvenna Way, where it sits within a well-established residential area in the centre of Heamoor.

Our school benefits from a spacious and attractive setting, with extensive grounds that include large playgrounds, a school field, mature woodland, a meadow, and a range of rich wildlife habitats. These outdoor spaces play a key role in supporting both learning and wellbeing.

We are committed to the continuous development of our environment to ensure it best supports high-quality teaching and learning. Our Early Years provision is housed within a dedicated Foundation Stage Unit, with a bespoke outdoor learning environment designed to promote exploration, independence and language development. Across Key Stage 1 and 2, classrooms benefit from direct access to outdoor spaces, including the playground, meadow and field.



Within classrooms, we promote independence and pupil agency through a flexible seating approach. Children can choose from a range of workspaces, including traditional tables, softer furnishings and varied seating heights, enabling them to take ownership of their learning and work in a way that suits them best.

The school consists of three infant classes and four junior classes. In addition, we have a wide range of facilities to support learning and wellbeing, including:

- School hall
- A large, refurbished library
- Dedicated intervention/small group teaching spaces
- Sensory room
- Variety of breakout spaces



We also offer a range of specialist provision, including:

- The Rainbow Room – our Learning Mentor base
- The Hive – our intervention support room
- The Pod – a nurture and additional learning space
- The Nest – our Family Champion team base

Our site is further enhanced by a kitchen, offices, two playgrounds, a meadow, a school field and woodland areas. All classrooms are equipped with interactive whiteboards, and the school has a wireless network with access to class sets of Chromebooks and iPads.

Teaching and learning at Heamoor is underpinned by high expectations and a commitment to meeting the needs of every child. We place a strong emphasis on developing confident, independent learners through engaging, well-structured lessons and meaningful learning experiences. Staff make effective use of assessment to inform teaching, ensuring that all pupils

are supported, challenged and able to make strong progress regardless of their starting points.



We are equally committed to the development of our staff. We foster a reflective and collaborative culture where professional dialogue is encouraged and best practice is shared. Through ongoing professional development, coaching and partnership working, we aim to continuously improve the quality of teaching and learning, ensuring that our pupils benefit from the very best classroom practice.

We are proud of our strong partnerships within the local community, including links with the National Trust, Trengwainton Gardens and the Penwith PE Network. As a foundation school and founding member of the Penwith Education Trust, we work collaboratively with partner schools and teaching alliances to support both school improvement and professional development.

We place a strong emphasis on healthy living and provide a wide-ranging programme of sport and extra-curricular activities; our current provision offers 17 different clubs for our children to enjoy. Outdoor learning is a key strength, and we actively seek opportunities to enhance children's experiences beyond the classroom. This includes a well-developed Forest School offer, which supports children with more complex needs through tailored, sensory-rich experiences in a nurturing natural environment. Our Wild Rainbows provision extends this ethos to our youngest learners, offering a pre-school and playgroup that prioritises exploration, play and connection with nature. More recently, our Family Champion Team has introduced a 'Stay and Chat' Forest School-style support group for parents, creating a welcoming outdoor space for families to build relationships, share experiences and access support. The school is also an active participant in community events such as St Piran's Day celebrations and the Mazey Day Parade.



At Heamoor, we pride ourselves on being a close-knit and supportive school community. Our dedicated and enthusiastic staff team work collaboratively to provide a rich and varied educational experience. As a result, pupils benefit from a wide range of enrichment opportunities, including residential visits, whole-school productions and creative projects within the local community.

Above all, the children are at the centre of everything we do. This commitment drives our ambition to provide the very best opportunities, ensuring that every child is supported, challenged and inspired to succeed.

Our Expectations of Staff: Living the Heamoor Values

At Heamoor Community Primary School, our values are at the heart of everything we do. Our 5Hs – Heart, Honesty, Hope, Hard Work and Harmony – underpin our relationships, our teaching and our ambition for every child.

We are looking for teachers who do more than meet the Teachers' Standards – we are looking for professionals who actively embody our ethos and bring our values to life in their daily practice.

These expectations align with our whole-school commitment to ensuring children feel respected, supported, valued and inspired to succeed.

What This Looks Like in Practice

♥ HEART – Kindness, Empathy and Care

Teachers at Heamoor:

- Build warm, nurturing relationships where every child feels safe, valued and listened to
- Demonstrate high levels of emotional intelligence when supporting pupils and colleagues
- Place children's wellbeing at the centre of decision-making
- Create inclusive classrooms where all pupils can thrive

♥ HONESTY – Integrity, Responsibility and Trust

Teachers at Heamoor:

- Act with professionalism, integrity and transparency at all times
- Communicate openly and constructively with parents and colleagues
- Take responsibility for pupils' progress, behaviour and wellbeing
- Uphold safeguarding with rigour and care

♥ HOPE – Aspiration, Positivity and Belief

Teachers at Heamoor:

- Maintain high expectations and believe in the potential of every child
- Foster a positive, aspirational classroom culture where children are encouraged to persevere
- Inspire curiosity, confidence and a love of learning
- Support children to become resilient, independent and forward-thinking learners

♥ HARD WORK – Effort, Commitment and Excellence

Teachers at Heamoor:

- Demonstrate commitment to high-quality teaching and continuous improvement
- Deliver engaging, well-planned lessons that meet the needs of all learners
- Use assessment effectively to maximise progress and achievement
- Take an active role in school development and professional learning

♥ HARMONY – Respect, Teamwork and Belonging

Teachers at Heamoor:

- Work collaboratively as part of a supportive and reflective team
- Build strong partnerships with parents, carers and the wider community
- Promote a respectful, inclusive and cooperative learning environment

- Contribute positively to the wider life of the school

Our Ethos in Action

We are proud to be a school where:

- Children are at the heart of everything we do
- Relationships are built on mutual respect and kindness
- Staff work together to create a positive, ambitious and nurturing environment
- Everyone is encouraged to learn, grow and succeed together

What We Expect from You

As a member of our team, you will:

- Fully align with and actively promote the school's values and ethos
- Model the behaviours and attitudes we expect from our pupils
- Contribute to a culture of high expectations, inclusion and continuous improvement
- Be a reflective practitioner committed to your own professional growth



Class Organisation

The school currently has **204** children on roll. These are organised into 7 classes in the following way:

CLASS	YEAR GROUP	TOTAL
RED	REC	29
ORANGE	1	29
YELLOW	2	30
GREEN	3	31
BLUE	4	28
INDIGO	5	27
VIOLET	6	30
	Totals	204

Amongst our highly skilled staff we also have a;

- SENDCO
- Business Manager
- Full time Learning Mentor who is also a Trauma Informed Schools Practitioner,
- Communication (ASD) Champion supported by our Family Champion Team
- Mental Health Support worker
- Counsellor
- Music Teacher
- Peripatetic Music Teachers
- Funfit Lead
- Sports Leader
- Swimming leads.

Ofsted Inspection Summary

The school was last inspected by Ofsted in November 2021. Inspectors gave the following summary comments about the school;

Heamoor Community Primary School continues to be a good school.

Heamoor is a warm and welcoming school. Staff share a determination to be inclusive, caring and nurturing so that every pupil feels valued. At the heart of the school is the Rainbow room. Pupils use this room if they feel anxious or sad. Trained staff provide support to pupils to deal with things that worry them.

Staff commit to ensuring that pupils achieve well. Improvements to the curriculum have enabled pupils to do this. Pupils are confident learners who are willing to work hard. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well because staff provide tailored advice when necessary. Parents appreciate the school's care for their children. As one parent said, 'Staff go above and beyond to support my children and me.'

Pupils respond well to the high expectations that adults have of them. They behave respectfully in lessons and around the school. Pupils support each other during lessons and when playing in the playground. Pupils learn how to keep themselves safe. They understand what bullying is and what to do if bullying happens. They know that staff will deal with any problems if they occur.

During the Inspection, we also received this following verbal feedback;

Staff wellbeing

- Staff feel that they are well looked after, particularly during Covid and the care and consideration for wellbeing stretched beyond the children and families to include all staff.
- When school improvement work is undertaken, staff feel consulted and well supported to succeed.
- School improvement projects are well researched and carefully tailored to the needs of the children and the school and staff feel that their time is well invested. Safeguarding
- During an Ofsted inspection – Safeguarding can only be judged as 'effective' or 'not effective'.
- In terms of safeguarding though, staff are well trained at all levels and there is a robust system in place.
- Senior Leaders have the foresight to be outward looking and make good use of support and guidance available.
- The attitude of the school is clear "our children are important to us and we will pursue it if they need support" Inclusion
- The strong reputation the school has for inclusion is completely justified
- Inclusion at Heamoor is 'not just a word it is an all-encompassing approach'
- The inspector also shared that he felt that he had not seen it [inclusion] better anywhere else.
- The inspector reported that there is 'high praise' from parents for our SEND support. Parents shared that life is difficult having children with SEND so they cry out for support but they definitely get it here.

Curriculum

- Early Reading is very effective led by a very strong and effective subject leader who manages it in a consistent way. Staff are trained well, highly skilled, well supported and deployed for the maximum impact to benefit the children.
- The priority of Reading is seen consistently throughout the school.
- EYFS is an integral part of the school and the curriculum is designed to ensure early skills and learning are built on effectively as the children move through the school.
- Our 'bespoke' curriculum is being developed well, it is well thought out and well organised.
- It is implemented well at all levels and consistency was seen in all (pupil) books and lessons.
- There are good quality resources in place and staff work together to develop the learning sequences.

Behaviour & Pupil wellbeing

- Behaviour; the inspector reported that he had not seen any low-level behaviour issues despite the complex needs of some of our pupils.
- Children reported that feel safe and they trust the staff team to deal with any issues they might face effectively.
- The wider development of the curriculum; this is a strength of the school, it is vast and effective. The Rainbow room is a strong example of the additional support we have in place for our children.
- The welfare and well-being of the children and the staff is a high priority, the inspector spoke about the 'heart' of the school and the very sincere nurturing ethos we have.
Leadership & Management / parent views
- The leadership approach of the Headteacher is 'a quiet, kind leadership' but not scared to hold anyone to account.
- Parents had high praise for the school, parents spoken to said that they feel well supported
- The inspector commented on how 'cohesive' our staff team is and told us that the staff enjoy working here and feel well led and really well supported by the leadership team.
- Parents were very positive about inclusion and value the tolerant and supportive approach we adopt as a school, particularly for our more complex needs and appreciate that the non-SEND children benefit from these approaches too. Parents can also see the benefit for the children in terms of them being exposed to these approaches as it supports them to develop their tolerance, life skills and understanding.

-:-

Please see our school website for a copy of our full report and letter to parents.

Class Teacher

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



To commence: 1st September 2026

Hours: Full time

Salary: Main scale 1-6

Applications are invited for the position of full-time class teacher at our vibrant and welcoming primary school, starting in September 2026. This will be a permanent post and will suit someone with a particular interest or experience in **EYFS/KS1**. For the academic year 2026/27, this post will be in our **EYFS Class**.

We are seeking a passionate, enthusiastic candidate who is an excellent classroom practitioner. We are proud to be a creative, nurturing and supportive school; one where children have a real desire to learn and where a mutually respectful atmosphere exists between children and adults.

The ideal candidate will:

- Really care about young people and their learning;
- Is highly motivated and enjoys working with young children;
- Relate well to pupils, staff and parents;
- Actively support partnerships with parents, home learning and outside agencies;
- Have the ability to maximise the achievement of all children with high aspirations for all groups;
- Want the opportunity to grow and develop;
- Understand the importance of a language rich learning environment both inside and outside;
- Have a strong commitment to school improvement and a clear determination to achieve;
- Be a reflective practitioner, has a sense of humour and a good understanding of emotional intelligence;
- Be someone who is supportive of and sympathetic to the ethos of the school.

In this role, you will:

- Plan, deliver, and assess high-quality lessons that meet the needs of all pupils, ensuring progress and achievement for every child.
- Build positive, respectful relationships with pupils, parents, colleagues, and external agencies to support pupil wellbeing and learning.
- Differentiate teaching to support pupils with a range of needs, including SEND.
- Use assessment data effectively to monitor progress, set targets, and inform future planning.
- Promote high standards of behaviour, creating a safe, inclusive, and stimulating classroom environment.

- Uphold safeguarding responsibilities, following school policies and procedures to ensure pupil welfare.
- Collaborate with colleagues to share best practice, contribute to school development, and support wider school life.
- Engage in ongoing professional development and reflective practice to improve teaching and learning.

If you are passionate about supporting the school's success and enjoy being part of a supportive team, we would love to hear from you.

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 and happy children who are keen to learn and are enthusiastic about school;
- A warm, friendly, caring working environment with dynamic, interested and enthused staff;
- Ongoing development opportunities to challenge and support you professionally;
- Genuine value and support of staff well-being.

Closing date: Monday 18th May, 2026 at 9am

Visits to the school are very much welcomed, please contact our Business Manager, Nicola Murdoch to set up an appointment.

Completed applications should be emailed to our Business Manager (Mrs Nic Murdoch) nicola.murdoch@heamoor.cornwall.sch.uk

Heamoor CP School is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment.

All appointments will be subject to satisfactory enhanced DBS and vetting checks.

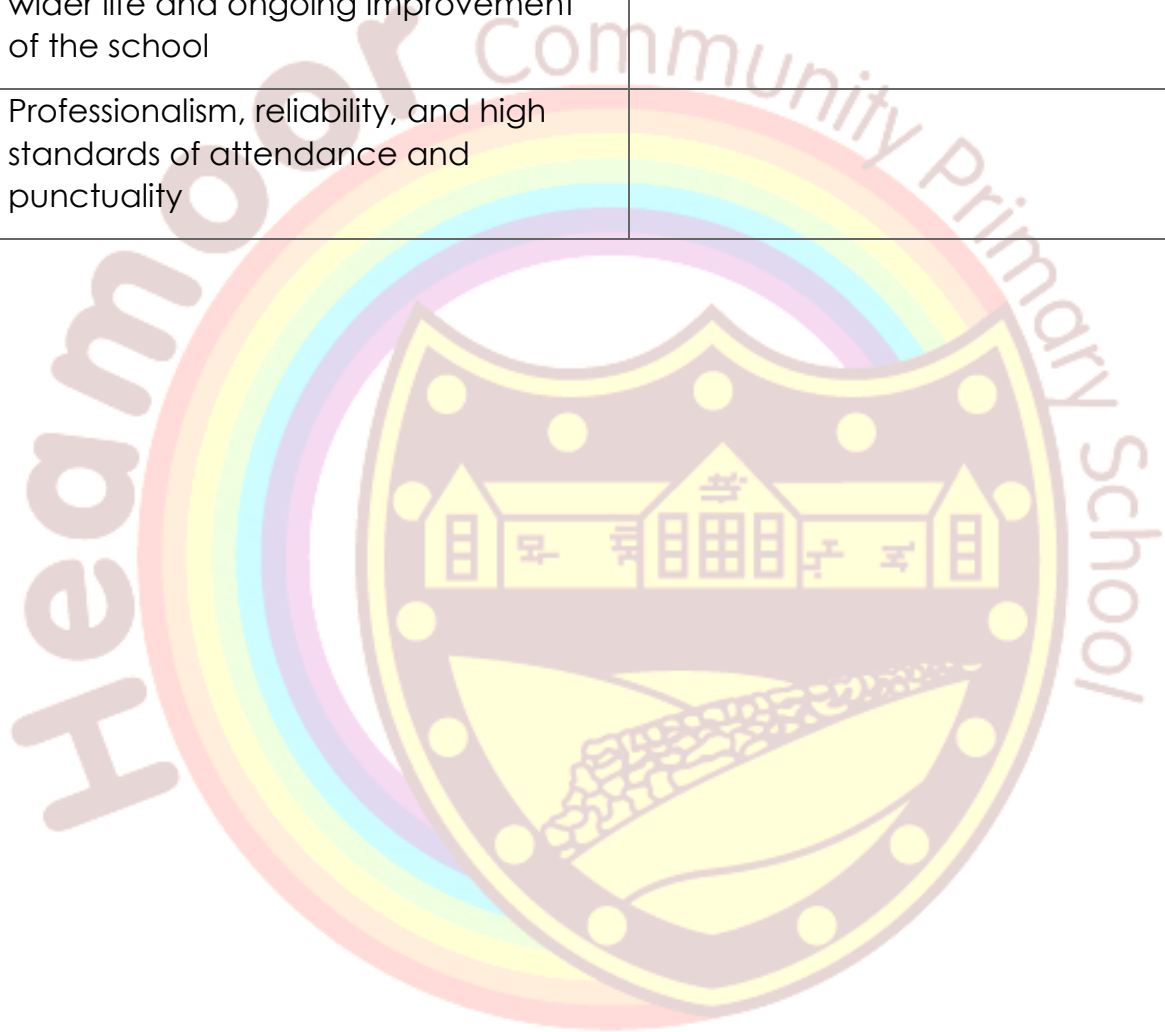
Person Specification

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 Criteria	Desirable Criteria
Qualifications & Training	
Qualified Teacher Status (QTS)	Additional qualification or training in EYFS
Degree or equivalent qualification	Accredited training in phonics (e.g. RWI)
Commitment to ongoing professional development	NPQ or further leadership development
Experience	
Successful teaching experience in a primary setting	Experience teaching in EYFS and/or KS1
Experience of planning, delivering and assessing high-quality lessons	Experience of working within an EYFS setting
Experience of using assessment to inform planning and raise attainment	Experience of teaching mixed-age or continuous provision environments
Experience of effective behaviour management	Experience supporting pupils with SEND, EAL or disadvantaged backgrounds
Experience of working collaboratively with colleagues and support staff	Experience working with external agencies
Knowledge & Understanding	
Secure understanding of the EYFS Framework and/or National Curriculum	Strong expertise in early childhood development
Understanding of how young children learn and develop	Knowledge of current educational research and evidence-informed practice
Knowledge of effective teaching strategies, including differentiation	Understanding of play-based and outdoor learning pedagogy
Secure knowledge of early reading, including systematic synthetic phonics	Experience with a specific phonics scheme

Understanding of early mathematics teaching approaches	
Understanding of assessment, tracking and pupil progress	
Understanding of safeguarding and child protection procedures	
Strong understanding of early language development and creating language-rich environments	
Skills	
Ability to plan and deliver engaging, inclusive and challenging learning	Ability to deliver high-quality EYFS provision
Ability to assess, monitor and track pupil progress effectively	Ability to lead interventions and close attainment gaps
Strong classroom and behaviour management skills	Ability to contribute to curriculum development
Ability to communicate effectively with pupils, parents and staff	Strong ICT skills to enhance learning
Ability to build strong partnerships with parents/carers and support home learning	Experience engaging families in learning
Ability to deploy support staff effectively	Ability to support/mentor ECTs or trainees
Ability to work collaboratively as part of a team	
Personal Qualities	
Passionate about working with young children and their learning	Creativity and innovation in teaching approaches
Warm, nurturing and inclusive approach to pupils	Willingness to take on additional responsibilities
High expectations and commitment to raising achievement for all	Leadership potential
Strong interpersonal skills and ability to build positive relationships	
High levels of emotional intelligence	

Reflective practitioner committed to continuous improvement	
Alignment with the school's ethos: caring, respectful, community-focused	
Enthusiastic, positive and motivated, with a good sense of humour	
Commitment to safeguarding and promoting pupil welfare	
Commitment to contributing to the wider life and ongoing improvement of the school	
Professionalism, reliability, and high standards of attendance and punctuality	





JOB DESCRIPTION

Job Title:	Class Teacher
Salary:	Main pay scale range 1-6. in line with the current <i>School Teachers' Pay and Conditions Document</i>
Responsible to:	The headteacher, members of the senior leadership team (SLT) and the governing body
Important Functional Relationships:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the *Teacher Standards (2012)*. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation