



# Information Pack

## For applicants:

### Class Teacher

Bosvenna Way

Heamoor

Penzance

Cornwall

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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 workspace 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. We also have the 'Rainbow Room', (which is where our Learning Mentor is based), the 'Hub' facility (utilised by pupils with sensory needs & social communication needs) and 'The Pod' which is a classroom space used to support children with social communication needs. We also have a kitchen, several office spaces, 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, Kernow Teaching School, 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 an 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 **175** children on roll. These are organised into 7 classes in the following way:

Class	Year	Boys	Girls	TOTAL
Red Class	R	15	15	<b>30</b>
Orange Class	1	13	14	<b>27</b>
Yellow Class	2	17	12	<b>29</b>
Green Class	3	9	10	<b>19</b>
Blue Class	4	12	16	<b>28</b>
Indigo Class	5	12	11	<b>23</b>
Violet Class	6	10	9	<b>19</b>
<b>Whole school</b>		<b>88</b>	<b>87</b>	<b>175</b>

Amongst our highly skilled staff we also have a;

- SENDCO
- Sports Teacher
- (Qualified) Outdoor Learning Leader
- Full time Learning Mentor who is also a Trauma Informed Schools Practitioner,
- Nurture Group lead,
- Sports Leader
- Swimming leads (trained to ASA level 2)
- Speech & Language practitioners

# 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: 1<sup>st</sup> September 2020**

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



From September 2020, we are looking to appoint a **Class Teacher** who is looking for a rewarding role in our school. The role will initially be a fixed term post for 1 year in the first instance but with the potential to be made permanent. The year group will depend on the skills/experiences of the successful candidate.

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.

**We are looking for a person who;**

- Is passionate, enthusiastic and an excellent classroom practitioner.
- Really cares about young people and their learning
- Is highly motivated and enjoys working with children
- Relates well to pupils, staff and parents
- Actively supports partnerships with parents, home learning and outside agencies
- Has the ability to maximise the achievement of all children with high aspirations for all groups
- Has high standards and expectations of both themselves and others.
- Enthuses, inspires and motivates children.
- Wants the opportunity to grow and develop
- Someone who is well organised, able to prioritise and willing to work hard as part of our school team.
- Has excellent interpersonal skills
- Has a strong commitment to school improvement and a clear determination to achieve
- Is a reflective practitioner, has a sense of humour and a good understanding of emotional intelligence.
- Someone who is supportive of and sympathetic to the ethos of the school

**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 11<sup>th</sup> May 2020**

**Interview: Wednesday 20<sup>th</sup> May 2020**

Completed applications should be emailed to (Mrs Jodie Flynn) [head@heamoor.cornwall.sch.uk](mailto: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.

Personal Qualifications	Essential	Desirable
Qualified teacher status	✓	
Evidence of recent experience & professional development relevant to the post	✓	
Primary phase qualification	✓	
First aid qualification		✓
<b>Knowledge and skills</b>		
Sound understanding of the primary curriculum	✓	
Excellent interpersonal skills	✓	
Ability to work successfully in a team	✓	
Excellent planning and organisational skills	✓	
Effective oral and written communication skills	✓	
Knowledge of key performance indicators & ability to use them to monitor progress	✓	
Awareness of children who speak English as an additional language or have SEN needs	✓	
An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development	✓	
<b>Experience</b>		
A proven track record of recent and successful class teaching with either KS1 or KS2 pupils	✓	
Experience of creating an inspiring and enabling learning environment	✓	
Experience of working successfully as part of a team	✓	
Experience of teaching using a range of teaching & learning styles	✓	
Experience of leadership role in the curriculum		✓
Teaching experience in more than one school		✓
Experience developing community links and/or parent partnerships		✓
Experience working with children who have SEN and/or disabilities	✓	
Experience working with children who have behavioural difficulties	✓	
<b>Safeguarding</b>		
Ability to safeguard & promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries	✓	
Awareness of and an understanding of the importance of promoting E-Safety	✓	
Safeguarding Training (single agency/Tier 2 level)		✓
Multi-agency training (tier 3)		✓
<b>Personal Qualities</b>		
Able to inspire confidence and respect amongst colleagues and the school community	✓	
Confident but caring attitude to children and parents	✓	
Good attendance & punctuality	✓	
Well motivated, dedicated and able to manage time effectively	✓	
Stamina, resilience and a good sense of humour	✓	
Ability to accommodate changes in work priorities	✓	
Ability to anticipate workload and plan ahead	✓	
Gifted at communicating an enthusiasm for learning to Junior aged children	✓	
Understanding of and commitment to equal opportunities	✓	

## JOB DESCRIPTION

**POST:** Classroom Teacher

**SCHOOL:** HEAMOOR CP SCHOOL

**PAY RANGE:** Main Scale or Threshold



**Job Purpose:** To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies.

**Standards:** Professional Standards for Teachers. It is your responsibility to ensure that your professional skills, knowledge and understanding are up to date and match the requirements of your current post. The school will provide support.

**Line management:** The Head Teacher is responsible for deployment, direction, guidance, monitoring and support and will provide feedback about performance.

### Areas of Responsibility and Key Tasks:

#### Pupil care

- to promote and safeguard the welfare of children ensuring that pupils under your care are safe from physical and emotional harm
- to identify, record and report concerns about a child's welfare to the appointed person
- to provide appropriate pastoral support
- to have a good knowledge of the school's child protection and safeguarding policies and procedures

#### Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed; setting tasks which challenge pupils and ensure high levels of interest; setting appropriate and demanding expectations; setting clear targets, building on prior attainment
- identifying and providing for all groups including SEN and very able pupils; providing clear structures for lessons maintaining pace, motivation and challenge ensuring effective teaching and best use of available time; making effective use of assessment and ensuring coverage of programmes of study; maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework; ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

Use a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources; evaluating your own teaching critically to improve effectiveness; ensuring the effective and efficient deployment of classroom support taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies;



- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents and lead consultation meetings.

### **Management and Leadership**

- to deploy, direct, guide, provide feedback about performance and support teaching assistants and volunteers with the aim of maximising pupil progress (depending on experience) to be a subject leader to promote high standards for a subject.

This involves:

- promoting up to date good practice in this subject by leading INSET
- monitoring standards, evaluating practice and making reports for the SLT and Governors
- making informed recommendations to improve standards and practice
- contributing significantly to whole school planning activities and curriculum development

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

*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.*