



# Information Pack For applicants:

## **Outdoor Learning Lead/Cover Supervisor**

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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**

# Our School

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, a meadow and a range of wildlife habitats.

We are committed to the continuous development and improvement of our school accommodation. Our school benefits from a dedicated Foundation Stage Unit with a bespoke outdoor learning environment. Our Key Stage 1 and 2 classes benefit from direct access into individual outside spaces as well as our playground, meadow and school field. Our children also enjoy 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 large (newly refurbished) library, dedicated intervention rooms, a sensory room, break out spaces and smaller (group) teaching spaces. We also have a 'Rainbow Room', (which is where our Learning Mentor is based), 'The Pod' which is an additional learning and nurture space, 'The Nook' which is where our Family champion 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 and access to class sets of Chromebooks.

The school enjoys many strong and well-established partnerships within the local community including The National Trust, Trengwainton Gardens and Penwith PE Network. We are also a foundation school and a founding member of the Penwith Education Trust (PET) which is a co-operative trust. We enjoy working with a range of teaching schools to support further development of our practice and the professional development of our staff. We place great emphasis on healthy living and have a comprehensive programme of school sport & extra-curricular activities, with a drive to provide outdoor learning experiences also. The school also enjoys taking an active part in all local community events such as St Piran's Day celebrations and Mazey Day Parade.

We are a family at Heamoor and enjoy the advantages of an enthusiastic & cohesive, happy 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.

The children are firmly at the centre of everything we do and therefore we are continually driven to offer our pupils the very best that we can possibly provide.

# Class Organisation

The school currently has **197** children on roll. These are organised into 7 classes in the following way:

CLASS	YEAR GROUP	TOTAL
RED	REC	29
ORANGE	1	28
YELLOW	2	30
GREEN	3	26
BLUE	4	24
INDIGO	5	30
VIOLET	6	30
	<b>Totals</b>	<b>197</b>

Amongst our highly skilled staff we also have a;

- SENDCO
- Full time Learning Mentor who is also a Trauma Informed Schools Practitioner,
- Communication (ASD) Champion / Family Champion
- Mental Health Support worker
- 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.

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

## Outdoor Learning Lead/Cover Supervisor

**To commence: 1<sup>st</sup> September, 2025**

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



**To commence:** 1<sup>st</sup> September, 2025

**Hours:** 24hrs per week

**Salary:** £30,882 paid on a pro rata basis

Applications are invited for the position of Outdoor Learning Lead at our vibrant and welcoming primary school, starting in September 2025. This will be a permanent/variable hour (HLTA) contract.

We are seeking an Outdoor Learning Lead/Cover Supervisor responsible for developing and delivering a rich, engaging outdoor curriculum that supports children's academic, social, and emotional development. You will work closely with teaching staff to plan and implement lessons beyond the classroom, ensure the safe and effective use of outdoor spaces, and promote sustainability and environmental awareness within the school community.

This role will also include covering staff absence across the school from EYFS to Year six. You will be confident in delivering whole class learning activities to pupils and leading the class support staff team, adjusting activities in accordance with pupils' needs when needed.

You will also be responsible for managing the school's cover diary, ensuring the smooth running of the school when there is staff absence.

### **The ideal candidate will be:**

- Passionate about outdoor education with a genuine enthusiasm for learning in natural environments and encouraging children to connect with the outdoors.
- A creative and innovative thinker able to design engaging, cross-curricular outdoor activities that inspire curiosity and problem-solving.
- Have a solid understanding of how outdoor learning supports the primary curriculum and child development.
- Able to work collaboratively with colleagues, parents, and external providers to promote outdoor learning.
- Comfortable working in varied weather conditions and adapting plans to suit different groups and settings.
- Passionate about supporting children's mental health, confidence, and social skills through outdoor experiences.
- Capable of planning, risk assessing, and managing outdoor spaces and resources effectively.
- Familiar with Forest School principals, nature-based play, and other experiential education methods.



- Able to lead a class, delivering local and national learning strategies (eg: literacy, numeracy, KS1, KS2 and Early Years) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum.
- Organised, flexible and efficient in managing the logistics of staff changes at short notice.
- Able to manage the deployment of teaching support staff in consultation with teaching staff and the school senior leadership team.

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: 11<sup>th</sup> July 2025 / Interviews: w/c 14<sup>th</sup> July 2025**

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

Attributes	Essential	Desirable	How identified
<b>Relevant experience</b>	<p>Proven experience of delivering high-quality outdoor learning within a primary school setting.</p> <p>Strong understanding of the primary curriculum and how it can be enhanced through outdoor experiences.</p> <p>Understanding of safeguarding and child protection practices.</p> <p>Ability to manage classroom behaviour and maintain a positive learning environment.</p> <p>Confident in delivering pre-prepared lesson plans across a range of primary subjects.</p> <p>Good organisational and time-management skills.</p> <p>Competent with basic classroom technology (e.g., interactive whiteboards, tablets, learning platforms).</p> <p>Calm, confident, and assertive presence in the classroom.</p> <p>Flexible and adaptable in covering different year groups and subjects.</p> <p>Reliable and punctual with a strong sense of responsibility.</p> <p>Enthusiastic, approachable, and able to build positive relationships with pupils and staff.</p> <p>Committed to supporting all children to achieve their best</p>	<p>Experience leading whole-school outdoor initiatives or projects.</p> <p>Experience delivering staff CPD or mentoring colleagues in outdoor education.</p> <p>Previous experience of leading classes or working as a Teaching Assistant in a primary setting.</p> <p>Ability to adapt teaching resources to suit different learners.</p> <p>Awareness of SEND and strategies to support diverse learning needs.</p> <p>Willingness to contribute to the wider school community (e.g., clubs, trips, assemblies).</p> <p>Reflective, with a desire for continuous improvement and learning.</p>	<p>Application form</p> <p>Interview</p>

<b>Education and training</b>	<p>Attainment of GCSE's grade C/ NVQ level 2 or above in English &amp; Maths (or able to demonstrate equivalent levels of numeracy &amp; literacy).</p> <p>Meet HLTA standards or equivalent qualification/ experience.</p>	<p>Forest Schools qualification or relevant outdoor learning accreditation.</p> <p>First aid training or willingness to undertake training.</p>	<p>Application form</p> <p>Interview</p>
<b>Special Knowledge and Skills</b>	<p>Familiarity with outdoor learning frameworks such as Forest School, Learning Outside the Classroom (LOtC), or place-based learning.</p> <p>Ability to develop and maintain outdoor learning environments (e.g., school gardens, wildlife areas, forest spaces)</p> <p>Ability to think laterally and creatively in devising effective solutions to problems and to develop and implement effective solutions where necessary.</p> <p>Evidence of being a constant learner (recent professional development) and responsive to changing circumstances.</p> <p>Ability to be flexible in order to meet deadlines and manage time efficiently.</p> <p>Ability to communicate and influence effectively at all levels, both verbally and textually.</p> <p>Ability to understand and apply the application of equal opportunities.</p>	<p>Understanding of environmental education, sustainability practices, and eco-school principles.</p>	<p>Application Form</p> <p>Interview</p>

<b>Any Additional Factors</b>	<p>Ability to be self-motivated and work with a broad range of people both individually and within a team.</p> <p>Ability to lead and motivate a team.</p> <p>Able to work under pressure and to use own initiative.</p> <p>Professional and friendly approach to all stakeholders.</p> <p>Ability to relate to children and to engage, support and encourage them within the school ethos and expectations.</p> <p>Display an awareness and commitment to the protection and safeguarding of children, and be ready to develop knowledge through training.</p> <p>To understand the importance of data protection and GDPR, confidentiality and discretion when working alongside teams found in a school environment.</p>	<p>Have knowledge of the legislation with regards to safeguarding, e.g. DfE document 'Keeping Children Safe in Education'.</p>	<p>Application Form</p> <p>Interview</p>
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# JOB DESCRIPTION



Job Title:	Outdoor Learning Lead/Cover Supervisor
Salary:	£30,882 paid on a pro rata basis (term time only)
Responsible to:	Headteacher and Governing Body
Important Functional Relationships:	Internal: Headteacher, Senior Leadership Team, Site Manager, Teachers, Support staff, pupils, School Governing Board External: Parents, Local Authority, ]

## Main purpose of job

The main purpose of the Outdoor Learning Leader/Cover Supervisor role is to deliver high-quality, engaging learning experiences beyond the classroom while also providing reliable and effective cover for absent teachers. This dual role supports the holistic development of pupils by promoting outdoor, experiential learning that enhances the curriculum, fosters wellbeing, and builds key life skills such as resilience, teamwork, and curiosity. At the same time, the cover supervisor element ensures continuity of learning By confidently managing classrooms, delivering pre-prepared lessons, and Maintaining a positive and inclusive learning environment.

## Job Description

### Purpose of the Role

1. To lead the development and delivery of high-quality outdoor learning experiences that enhance the primary curriculum, promote children's wellbeing, and foster a love of the natural world. Alongside this, to provide effective classroom supervision in the short-term absence of teachers, ensuring continuity of learning and a safe, supportive environment for pupils.
2. Plan, deliver, and evaluate engaging outdoor learning sessions that align with the national curriculum and school priorities.
3. Develop and maintain outdoor learning spaces, including gardens, forest areas, and eco-friendly environments.
4. Work collaboratively with teachers to integrate outdoor opportunities across subjects and year groups.
5. Promote environmental awareness, sustainability, and nature-based education throughout the school.



6. Organise and lead outdoor learning projects, trips, or special events.
7. Support staff development through modelling, mentoring, or training in outdoor education practices.
8. Conduct risk assessments and ensure all outdoor activities comply with health and safety and safeguarding policies.
9. Supervise whole classes during the short-term absence of a teacher, delivering pre-prepared lesson plans.
10. Maintain a positive classroom environment that supports learning, manages behaviour effectively, and ensures pupil safety.
11. Respond to questions and support pupil understanding within the framework of the lesson.
12. Liaise with class teachers and senior staff to feedback on pupil progress and behaviour.
13. Support with general duties across the school, including break/lunch supervision and classroom support as needed.
14. Uphold the school's values, policies, and safeguarding procedures at all times.
15. Contribute to the wider life of the school community, including extra-curricular activities and events.
16. Participate in relevant training and CPD to enhance practice.
17. Carry out any other reasonable duties as requested by the senior leadership team.
18. To remain aware and work within all relevant school working practices, policies and procedures. To contribute to the development of policies and procedures including child protection, health, safety, security, confidentiality and other key procedures.
19. To attend staff meetings and school-based INSET as required.
20. The post holder is responsible for his/her own self-development on a continuous basis.
21. To contribute to the overall ethos and aims of the school.
22. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

23. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
24. To undertake other duties appropriate to the grading of the post as required.
25. To maintain confidentiality of information acquired in the course of undertaking duties for the School.

