



Information Pack

For applicants:

Teaching Assistant

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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 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
	Totals	197

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.

Teaching Assistant

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



To commence: 1st September, 2025

Hours: 27.5hrs per week

Salary: £24,308 fte paid on a pro rata basis

We are seeking to appoint a dedicated and enthusiastic Teaching Assistant who is eager to take on a rewarding role within our school. This is a full-time position with variable hours, and we have two vacancies available.

As a member of the class team, you will work as a general Teaching Assistant and will also support children with additional needs. We are looking for someone who is creative, patient, and innovative—an individual who enjoys working collaboratively as part of a team but can also work independently when required. The ideal candidate will be a passionate and committed classroom practitioner with a calm, positive demeanour. Excellent communication skills and the ability to work well within a team are essential.

We take pride in being a creative, nurturing, and supportive school where children are motivated to learn and where mutual respect between children and adults is at the heart of our community. If you are inspired by the opportunity to make a difference and thrive in a positive educational environment, we would love to hear from you.

We are looking for:

- A successful Teaching Assistant who is able to raise and sustain high standards;
- A colleague who has excellent interpersonal skills with pupils, staff and parents;
- A reflective practitioner with a sense of humour and a good understanding of emotional intelligence;
- A person who can contribute to our dynamic and hard-working team;
- An individual who has high standards and expectations of both themselves and others;
- A practitioner who enthuses, inspires and motivates children;
- A colleague who is well organised and flexible, able to prioritise and willing to work hard as part of our school team;
- An individual who is supportive of and sympathetic to the ethos of the school;
- A practitioner who is not afraid to do things differently and understands that inclusion is not everyone doing the same thing at the same time in the same way.

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.

Visits to the school are warmly welcomed.

Closing date: Wed 4th June, 2025

Interview: Monday 9th June, 2025

Completed applications should be emailed to the Headteacher, Mrs Jodie Flynn
head@heamoor.cornwall.sch.uk

Please include your name in the electronic file name

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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	DESIRABLE
Experience and Qualifications	<ul style="list-style-type: none"> ✓ Good standard of education, including English & Mathematics ✓ Experience of working in a school and/or with young people ✓ Experience in at least one of the primary phase key stages or Early Years 	<ul style="list-style-type: none"> ✓ Understanding of & experience of using visuals to support children with social communication difficulties ✓ THRIVE or TIS trained or experience of working with children using these approaches ✓ Understanding of Emotion Coaching/Zones of Regulation/Mindfulness practice ✓ Experience of working with children with additional needs and / or challenging behaviours
Knowledge & Skills	<ul style="list-style-type: none"> ✓ An excellent professional role model (e.g. <i>maintaining an excellent personal attendance & punctuality record</i>) ✓ Highly organised and good attention to detail ✓ High expectations of self and others ✓ Confidence to hold firm with parents, staff and pupils when challenged, to maintain school standards ✓ Ability to remain calm in challenging situations ✓ Ability to bring unconditional positive regard to their work with children ✓ Ability to effect improvement ✓ Ability to solve problems ✓ Ability to manage time efficiently and prioritise work ✓ Ability to work independently and with others ✓ Ability to communicate clearly ✓ Excellent interpersonal skills with adults and children ✓ Good ICT, clerical & administration skills (e.g. word processing.) and a willingness to learn more. ✓ Ability to meet deadlines ✓ Ability to use initiative 	<ul style="list-style-type: none"> ✓ Knowledge of the National Curriculum ✓ Knowledge of the SEN code of practice ✓ Experience of making effective observations to inform next steps ✓ Understanding of & experience of working with children with sensory differences ✓ Understanding of & experience of working with children with challenging behaviour ✓ Understanding of & experience of the impact of a child's emotional wellbeing on their learning

Equal Opportunities & Safeguarding	<ul style="list-style-type: none"> ✓ An understanding of and commitment to equality of opportunity for all ✓ Safeguarding – Tier 1 awareness ✓ Awareness of E-Safety ✓ Willingness to complete all necessary safeguarding training 	<ul style="list-style-type: none"> ✓ Safeguarding – Tier 2/single agency training ✓ Safeguarding: subject specific training e.g. <i>FGM, Domestic abuse</i> etc.
Values & Disposition	<ul style="list-style-type: none"> ✓ Confidential & discrete ✓ Calm and supportive manner ✓ Positive attitude ✓ Reflective ✓ Assertive and confident ✓ An effective team worker ✓ Excellent attendance and punctuality ✓ High stamina ✓ Reliable and trustworthy ✓ Flexible and adaptable ✓ Resilient & persistent ✓ Tolerant & fair 	
Professional Development	<ul style="list-style-type: none"> ✓ Evidence of personal development, training and qualifications ✓ Willingness to take part in all relevant training and a commitment to one's own professional development ✓ The capacity and enthusiasm to learn and continuously improve 	<ul style="list-style-type: none"> ✓ First aid qualification (current) ✓ Phonics training (Read Write Inc) ✓ The ability to support the training of others ✓ Outstanding member of staff
Other	<p>An excellent track record demonstrating:</p> <ul style="list-style-type: none"> ✓ A spotless record, free from attendance, capability, disciplinary or grievance issues or warnings. 	

JOB DESCRIPTION



Job title:	Teaching Assistant
Responsible to:	SENCO/Teaching staff
Line manager:	Headteacher
Direct supervisory responsibility:	None
Indirect supervisory responsibility:	None
Important Functional Relationships:	Teachers, pupils, support staff, parents

Main purpose of the job

To take a pro-active role in the support of the educational, social and physical needs of pupils; to support the curriculum and the School through the provision of a high level of assistance in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils. To meet the needs of pupils with specific special education needs, sometimes working alone with pupils with complex needs.

Duties and responsibilities:

1. To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
2. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
3. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
4. To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To ensure that basic classroom materials are available for use.
5. To assist with lunch and break time supervision of children in accordance with the School's Policy for Playground Supervision.
6. To accompany children on educational visits and outings as supervised by the teacher.
7. To assess, monitor and record children's progress in relation to Personal Learning Plans (PLP's) and to feedback to the SENCO/Teacher with regard to children's progress and the success of PLP's, including making recommendations for alterations to improve the effectiveness of PLP's.
8. To assess, monitor and record children's progress, health, mental health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher or Headteacher as appropriate.

9. To meet with teachers, SENCOs, appropriate key stage leaders and Governors on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
10. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
11. To supervise an individual or small group of children within a class under the overall control of the Teacher.
12. To administer minor first aid (as trained), assist in the dispensation of medically prescribed controlled drugs (as per the approved procedure) and to assist with children who are sick as needed.
13. To carry out administrative tasks associated with all of the above duties as directed by the teacher.
14. To remain aware and work within all relevant school working practices, policies and procedures.
15. To attend staff meetings and school-based INSET as required.
16. The post holder is responsible for his/her own self-development on a continuous basis.
17. 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.
18. 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).
19. To undertake other duties appropriate to the grading of the post as required.
20. To maintain confidentiality of information acquired in the course of undertaking duties for the school.

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.