

Candidate Information Pack - Autumn 2025

Class Teacher



HOLLYMOUNT PRIMARY SCHOOL



Curiosity



Achievement



OUR VALUES

We CARE



Respect



Empathy



Headteachers welcome

When becoming part of the Hollymount community you will be welcomed into an aspirational, kind and creative school that equips children with the academic, personal, social knowledge and skills they will need to become confident and successful individuals as they grow.

Hollymount is a school based on a welcoming community, strong academics and a nurturing culture. We pride ourselves on this and I am incredibly proud of being within the top of Merton schools academically but success for us also comes from children becoming self-assured and happy and that our school is underpinned by kindness.

The academic success we strive to achieve comes alongside our sporting, musical and wider curriculum opportunities, combined with the Hollymount Entitlement, which is our trips and workshop provision. We believe that during their time with us, Hollymount children will have had a breadth of experiences, opportunities and excellent teaching by the time they move onto secondary school.

Staff at Hollymount are excellent and through our continued commitment to professional development, self-reflection and genuine teamwork, we continue to develop and provide an education that allows for our children to flourish. These adults work with dedication and skill to educate and care for our children and I am incredibly proud of the team I lead.

On our website you will be able to access the knowledge and skills we have ambitiously set out across the curriculum, and this will give you a flavour of what the children of Hollymount will learn while they are with us. We match this alongside our assessment framework to ensure that every child reaches their potential.

Our success in key stage two comes from the strength of our foundation stage and the early reading that is applied from nursery – with 98% of our children achieving the phonics screening pass mark in 2023, I feel confident that we are on the right path. OFSTED recognised this in 2024 when they graded four of the five areas outstanding.

I very much look forward to working with the successful candidate.

Joe Croft

Headteacher

About Hollymount

Hollymount is a primary school in Raynes Park, that forms a wonderful part of the aspirational community we care for. We are conveniently placed for public transport links – Raynes Park main line train is 10 minutes away with easy access to all of London (20 minutes to Waterloo) and Wimbledon is a short bus ride away. We also have parking available onsite.

School organisation

446 children are currently on roll including full-time and part-time nursery children. These are arranged in 15 classes and the nursery. We are a two-form entry school.

School focus

We are committed to the continuous improvement of every aspect of school life for children at Hollymount. We seek to deliver an outstanding educational experience of the highest quality for all our children, who all have diverse backgrounds and abilities. Enthusiasm, enjoyment, creativity, imagination and high expectations of both pupils and staff are at the centre of a wide variety of learning activities.

Our vision and values are what we live by, and we promote this in everything we do, and we strive to allow our children to be confident individuals who understand themselves and will grow into well rounded adults who add to the world we live in.



As a school we focus on developing the adult as much as the child. We believe that if every member of staff is the best they can possibly be, while constantly looking at ways to improve, then this will provide our children with an outstanding environment to learn within.

Our aim is to become outstanding and continue to become a centre of excellence within the local community and beyond.

Community

We are proud to serve and be supported by our community. We offer a vibrant and rewarding environment with a committed team of hardworking staff, supportive governors and enthusiastic parents. The children are happy and keen to learn. We pride ourselves on the friendliness, confidence and character of our children.

The partnership between school and home is very important to us. We value parental involvement and have a thriving parents' and carers' association, Friends of Hollymount, which organises social events and raises funds for the school which are used to enhance the children's educational experience. Recently funds have been used to develop our music provision, the redevelopment of parts of the playground, the purchase of IT equipment and contributions to school trips and school journey.

We welcome volunteers from both the parent body and the local community to help in the school.

Listening to pupils

The children elect representatives from each class to participate in the school council and discuss topics that are meaningful to them. We value hearing pupils' views and opinions and present them with regular opportunities in lessons and assemblies to voice these. Such information can offer ideas on how to improve their learning experience.

We have an established peer mentoring and mediation scheme so that the trained mentors can support their peers in the playground.

Curriculum enrichment/Hollymount Entitlement

The Hollymount entitlement is an offer to every child in the school. This offer includes at least one external trip, one inspirational internal visit or a curriculum themed day every term. We believe that every child deserves to learn in an engaging and purposeful learning environment that inspires them to become curious and ambitious.

Hollymount celebrates each child's participation and achievement in a wide range of activities including languages, food, art, sport, music and dance. We want all pupils to experience London's rich diversity, and we organise school trips that reflect London's culture as well as visits to the school by outside speakers.

Sport is one of the cornerstones of the school's identity. We are fortunate to have a full-time dedicated sports teacher and part time dance teacher and Hollymount regularly excels in inter-school competitions. We have represented Merton at the London Youth Games. Though competition is encouraged, children understand that sport is primarily undertaken for enjoyment and can be accessed by all, regardless of ability or experience.

Extra-curricular

We run a number of clubs before and after school and during lunchtimes: for example, sports, gardening, chess and newspaper club. We also have several externally run clubs.

Working at Hollymount

- A focus on work life balance and managing workload
- A culture of learning together
- Additional planning/leadership release at the end of every half term and term.
- Outstanding in four OFSTED areas
- A school that allows for teachers to flourish and allocates a large percentage of their budget to staff development
- An exceptionally well-resourced learning environment
- An Outstanding leadership team who think differently
- Excellent professional development and career progression opportunities
- A collaborative and caring school community which is culturally diverse and inclusive
- PPA time from home if you wish

Hollymount Primary School – Class Teacher Position

JOB DESCRIPTION

Position: Class Teacher – KS1 or KS2 (part of full time welcome)

Grade: Main pay scales (ECTs welcome)

Responsible to: Headteacher and Led by Head of Phase

Detail

1. The teacher will ensure that at all times they provide an effective, stimulating, well-organised classroom by:

- To care for and nurture the children within the school
- To map out and develop a curriculum across the year group that stimulates pupil's curiosity and overcomes barriers to learning
- To set the classroom up to facilitate a purposeful and engaging learning environment that promotes a learning across a continuous learning-based provision.
- To tailor interventions and support plans that allow for pupils to make good or better progress
- planning, preparing, assessing, evaluating and modifying teaching processes according to the National Curriculum, in line with the school's policies.
- ensuring assessment data is used to differentiate work and meeting all the varied needs of individual learners.
- selecting appropriate resources and making these accessible to learners.
- maintaining regular records of learner's progress and achievement and reporting to parents as required.
- demonstrating high expectations for all pupils and setting targets which raise attainment
- Provide quality feedback, next steps and targets for all pupils
- Engage with professional and career development opportunities so that constant reflection and up skilling is taking place
- To work alongside the leadership team in completing paperwork in support of EHCP applications and other forms of tracking and assessment

2. The teacher will contribute to the general development of the school by:

- working closely with teaching and support staff in the development and delivery of the curriculum, and the pastoral work of the school.
- attending relevant courses to support individual professional development and the school's needs.
- relating to, and communicating with, parents, and encouraging their active participation in their child's education.
- participating in general, curricular and policy-making meetings.

- Offering to run extra curriculum clubs.
- Maintaining a positive attitude and embracing change

3. Personal responsibilities and other requirements

- developing links with governors, parents, LEA and neighboring schools
- undertake any professional duties reasonably delegated by the Head Teacher
- To be proactive in developing a reflective and positive approach towards self-improvement
- To be open to supporting colleagues within their own professional development

The teacher will ensure that the principles of The Equality Act and the Equal Opportunities policies of the Local Authority and the school are implemented at all times.

Safeguarding

Share the school's commitment to safeguard, and promote the welfare of, the children in our care.

- to be fully aware of and understand the duties and responsibilities arising from London Child Protection Procedures, Working Together to Safeguard Children and Keeping Children Safe in Education in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- to also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the staff member's role.
- to ensure that the Designated Safeguarding Officers are made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Person Specification

Qualifications	Essential	Desirable
Have achieved QTS status. – document/certificate required.	Yes	
Evidence of ongoing relevant professional development.		
Experience – ECT's welcome		
Must have experience of teaching across the phase (KS2 + KS1)	Yes	
Experience of working in a primary school environment and respective phases	Yes	
Professional knowledge and understanding		
To understand the demands of the educational world and it's statutory testing points	Yes	
To understand the theory behind phonics and have experience of delivering a recognized scheme	Yes	
An understanding of curriculum and pedagogical issues relating to learning and teaching	Yes	
To understand the importance of classroom set up and how learning is stimulated through play as well as discrete	Yes	
Classroom Practice rooted in up to date principles and guidance as well as knowledge of Equal opportunities and Inclusion.	Yes	
Knowledge of effective strategies to include, and meet the needs of, all pupils within English teaching, in particular underachieving groups of pupils, pupils	Yes	
To have a good understanding of the needs of pupils who have recently arrived in the country and/or pupils who are vulnerable to high levels of mobility and be able to use this knowledge to inform policy and practice	Yes	
Have a good understanding of positive effective strategies for behaviour management	Yes	
To understand the principle of Racial Equality and Equality of Opportunity and how these may inform whole school policy	Yes	
Evidence of knowledge and use of a range of assessment strategies to track and support pupil progress.	Yes	
To understand what is involved in the role of Child Protection Officer, including having a good understanding	Yes	

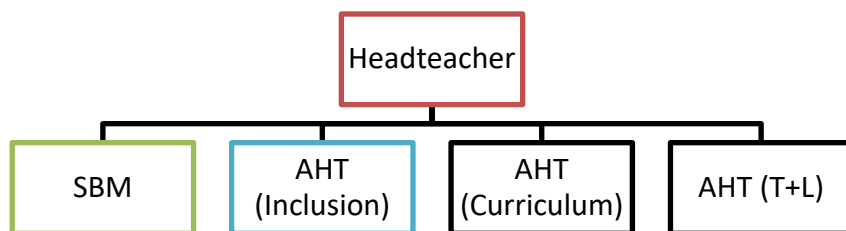
Professional skills and abilities	Essential	Desirable
Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated	Yes	
Must have a basic understanding of data and tracking of pupils progress	Yes	
Use of a range of teaching styles to motivate, engage and inspire all	Yes	
Ability to communicate well and work in partnership with parents and	Yes	
Personal qualities		
To relish challenge	Yes	
Must be willing to and passionate for the profession	Yes	
To have a flexible approach to work who enjoys being a good team member	Yes	
To have high aspirations for their future career	Yes	
Must have good communication skills both orally and in writing	Yes	
Must be able to manage own workload effectively and respond swiftly to tight deadlines	Yes	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	Yes	
Willingness to share expertise, skills and knowledge	Yes	
Willingness to engage with whole school INSET	Yes	
To practise equal opportunities in all aspects of the role and around the workplace in line with policy	Yes	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	Yes	

The school's senior leadership team and structure

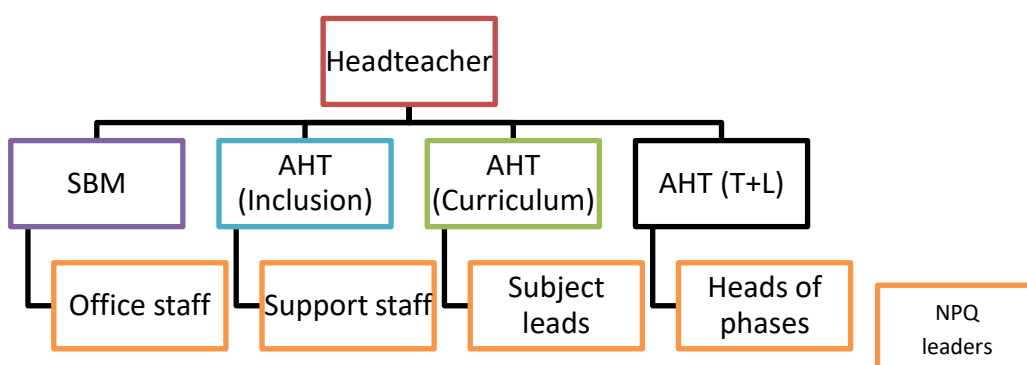
Leadership structure

Objective: To set out a senior leadership team that is sustainable, high functioning and meets the needs of all staff and children of Hollymount.

Senior leadership team structure



Line management



Shared Leadership responsibilities

Shared responsibility for all leaders

All leaders are responsible for the quality of education at Hollymount

We are all responsibility for Safeguarding, parent interactions, supporting teachers, understandings systems, appraisal, smooth running of the school, good behaviors of children, living our leadership values, value for money/general efficiency of spend and care for our grounds and community. We all work together to ensure high standards are in place and children reach their potential and live the values by being visible skilled and informed.

Senior leadership team roles and overview of responsibilities

Headteacher	
Leadership area	Strategic overview of all aspects of school life including development, sustainability, and quality of education and outcomes. Awareness of Educational Landscape and the school's position within this
Areas of responsibility	<i>Overall responsibility to set the vision and values for the school while creating clear roles and responsibilities across all areas of the school to empower staff to develop their own specific operational focus. Achieving this while remaining accountable to key stakeholders and operationally driven to ensure the highest standards of education and professional standards. Including:</i> <ul style="list-style-type: none"> - Strategic direction of school development - Financial oversight with link to SDP - Line management of SLT - Link to all stakeholders e.g. governors and local authority - Community relations, marketing, reputation and admissions - Safeguarding lead including day to day and safer recruitment - Oversight of health and safety, wellbeing of staff and children and - Efficiencies of policies

	<ul style="list-style-type: none"> - Oversight of systems of quality assurance, curriculum, teaching/learning and SEN - Strategic planning and implementation of distributive leadership model - Oversight of all professional development and appraisal - Champion of vision and values - Accountable to governors, community, OFSTED and local authority
Line management	<p>Direct line management of all senior leadership</p> <p>Chairing SLT and MLT meetings while overseeing all financial and HR issues.</p>

Assistant Headteacher – Inclusion	
Leadership area	<p>Inclusion/behaviour/wellbeing</p> <p>Inclusion systems and processes and the implementation of all waves of provision.</p>
Strategic responsibilities	<p><i>Strategic oversight of the quality of education that focuses on inclusion and its implementation across the school. This includes ensuring high standards of behaviour and the systems we follow for all areas involving send, pupil premium, EAL and mental health.</i></p>
Operational responsibilities	<ul style="list-style-type: none"> - Ensuring initial concerns, SEN support and EHCP children have their needs met through quality first teaching, intervention and external agency support - Ensuring parents understand the SEND pathway and help parents navigate through it - Ensuring staff have the logistical awareness of the SEND pathway and it is kept organized - To ensure the quality and day to day management of the inclusion team and their initiatives including PP, EAL and mental health.
Specific responsibilities	<ul style="list-style-type: none"> - Leading the inclusion agenda across the school - Ensuring children at all stages of the SEND pathway have their needs met - To develop ordinarily available provision and support teachers in delivering this - To ensure PP strategy is implemented effectively - To ensure interventions and provision mapping are implemented effectively - To ensure EAL provision is effective - To ensure all mental health support is implemented effectively <p>Wellbeing</p> <ul style="list-style-type: none"> - To lead on the culture of behaviour and wellbeing across the school
Line management	<ul style="list-style-type: none"> - All support staff - The inclusion team (making up of a range of teaching staff focused on different elements of inclusion)

Assistant Headteacher – Curriculum (0.5 days in class alongside Assistant Headteacher for T+L)	
Leadership area	<p>Curriculum design with a focus on it's intent, implementation and impact as well as Joint operations lead. This includes assessment and whole school reading.</p>
Strategic responsibilities	<p><i>Strategic oversight of the quality of education that focuses on curriculum delivery and its implementation across the school. While always measuring it's impact as well as assessment.</i></p>
Operational responsibilities	<p>Shared</p> <ul style="list-style-type: none"> - Ensuring effective operational standards across the school such as timetabling, communication, logistics, absence management and induction (shared with AHT – T+L) - Ensuring mini dive procedures are set up, efficient and impactful. These need to lead to improvements and development across the school (shared with AHT – T+L) <p>Specific</p> <ul style="list-style-type: none"> - Early reading procedures such as reading groups, phonics lessons, Y2 reading approach and KS2 reading lessons and Y3 take home books - To ensure Arbor and NFER (as well as other assessment week focuses) are effective
Specific responsibilities	<p>Curriculum</p> <ul style="list-style-type: none"> - Working with other leaders to ensure that the curriculum design is of the highest quality and constantly reflect upon and improved - Ensuring the vision for the curriculum handbook is implemented - Developing curriculum resources to ensure no barriers are in place - Ensuring curriculum map is meeting the needs of the children - Ensuring that enrichment meets the demands of the curriculum and inspires children <p>Curriculum implementation</p> <ul style="list-style-type: none"> - To work with staff to evaluate their leadership of their subject

	<ul style="list-style-type: none"> - To work with staff to develop their implementation of the curriculum (cross over with AHT – T+L) - To constantly reflect on our curriculum implementation, the systems that run it and the staff that implement it while in turn looking for ways for this to develop - Ensuring whole school reading is consistently outstanding <p>Assessment</p> <ul style="list-style-type: none"> - Ensuring a whole school assessment system is embedded and used well - To ensure Arbor and NFER (as well as other assessment week focuses) are effective <p>Improvement</p> <ul style="list-style-type: none"> - To use quality assurance (mini dives) to implement effective improvements across the curriculum as well as subject leadership
Line management	<ul style="list-style-type: none"> - Subject leaders - Reading team

Assistant Headteacher – Teaching and learning (0.5 days in class alongside Assistant Headteacher for Curriculum)	
Leadership area	Teaching and learning with a focus on professional development, teaching and learning and quality assurance as well as Joint operations lead
Strategic responsibilities	<i>Strategic oversight of the quality of teaching and learning across the school. This includes a focus on professional development and quality assurance.</i>
Operational responsibilities	<p>Shared</p> <ul style="list-style-type: none"> - Ensuring effective operational standards across the school such as timetabling, communication, logistics, absence management and induction (shared with AHT – Curriculum) - Ensuring mini dive procedures are set up, efficient and impactful. These need to lead to improvements and development across the school (shared with AHT – Curriculum) <p>Specific</p> <ul style="list-style-type: none"> - To ensure heads of phases are implementing the phase approach in a way that meets the needs of children - To ensure all heads of phases are focused on statutory end points - To ensure appraisal runs effectively - To ensure induction runs effectively
Specific responsibilities	<p>Teaching and learning</p> <ul style="list-style-type: none"> - Working with other leaders to ensure that the implementation (teaching and learning) of the curriculum is of the highest quality and constantly reflect upon and improved - Ensuring the vision for the curriculum handbook is implemented effectively through quality teaching and learning - To develop a teaching and learning approach, based on secure research so that all staff are aware of the best possible teaching and learning approaches. - To ensure that the T+L approaches are implemented in the classroom. <p>Professional development</p> <ul style="list-style-type: none"> - Designing and implementing professional development opportunities (appraisal and staff meetings) - To provide feedback to ECTs and oversee the ECT program - To oversee the induction process for new staff - To oversee the appraisal process <p>Improvement</p> <ul style="list-style-type: none"> - To use quality assurance (mini dives) to implement effective improvements across the curriculum as well as subject leadership
Line management	- Head of phases

School business manager	
Leadership area	The business element of school life that includes finance, HR, premises and strategic planning
Strategic responsibilities	Supporting the headteacher in ensuring all elements of schools business management and strategic thinking are accurate, well thought out and best for ensuring high educational outcomes and productive staff.
Operational responsibilities	<ul style="list-style-type: none"> - Lead the operational and business element of school life - To ensure all elements of school communication is professional and in line with our values - To develop a frontward facing approach that ensures high levels of customer satisfaction - To ensure safer recruitment is always at the heart of what we do - To ensure all financial, HR and DFE returns are efficiently completed

	<ul style="list-style-type: none"> - To oversee the schools processes on spend, ordering and ensuring all staff have what they need to provide an excellent education - To ensure all areas of external school lettings/clubs are well run
Specific responsibilities	<ul style="list-style-type: none"> - To develop a sustainable school model that fits the current educational landscape - To keep up to date with all financial, H+S and HR regulations and ensure these high standards are maintained across the school - To create a warm and welcoming front of house team that provide the community with the information they need - To ensure the office team have clear roles and responsibilities that meet the need of school and community - To line manage systems and procedures based on key operational issues such as HR, finance, lettings, premises and wrap around care - To support the headteacher with all financial, HR and premises based strategic and then operational decisions
Line management	- office staff, premises, tea timers

Middle Leadership Team

	Head of phases – EY, KS1, LKS2 and UKS2	Core Subject Leaders
Responsibilities of middle leaders	<ul style="list-style-type: none"> - Smooth running of their phase - Promoting the vision and ethos of the school amongst their teams - To support the delivery of the curriculum and develop their team accordingly - To understand school systems and support their team with the delivery of this - To support with wellbeing and behaviour of children across their phase - To understand data and assessments across the phase and support the children and team to ensure their reach their potential - To work with SLT to set the vision for the school and a SDP that helps us all get there 	<ul style="list-style-type: none"> - Vision for the subject - Setting the framework and structure for their subject (handbooks/policy) - Ensuring their subject has clear progression of knowledge over time - Quality assuring their subject to ensure quality implementation by staff - Supporting all staff in the development of their understanding of their subject and in turn helping them become better teachers - Understanding the impact of their subject and how well children achieve and the quality of assessment used - To review the strengths and weaknesses of their subject and develop it as needed - To ensure children have learnt the intended learning of their curriculum and can articulate it.
NPQ apprentice leadership team members	Members of Hollymount staff will have the opportunity to undertake leadership qualifications through the DFE funded NPQ program. These members of staff will be developing their leadership and will add huge value to the school and their areas of responsibilities and while their training is taking place they will become members of the leadership team and input into whole school development. They will still then carry on directly leading the area of school responsibility they currently own.	
ECT mentors	To work with the ECT facilitator to ensure ECTS have a timely and support induction process at Hollymount and have opportunities to develop as teachers and individuals.	



HOLLYMOUNT PRIMARY SCHOOL

Class Teacher

Autumn 2025

Contact us:

Telephone:
020 8946 0454

Email:
replies@hollymount.merton.sch.uk

Are you looking towards teaching in an outstanding educational environment and would you like the opportunity to be part of a dynamic and very committed team?

If so you should apply to work at Hollymount Primary School where you will benefit from:

- Excellent professional development and career progression opportunities.
- Strong values and relationship based approaches with a care for work life balance
- Working with highly aspirational and caring group of professionals who care deeply.
- An exceptionally well resourced learning environment.
- A caring and supportive whole school community which is culturally diverse and inclusive.
- Excellent professional development and career progression opportunities.
- Strong values and relationship-based approaches with a care for work life balance
- Working with highly aspirational and caring group of professionals who care deeply.
- A caring and supportive whole school community which is culturally diverse and inclusive.
- A fundamental part of the senior leadership team that works in a close partnership with the headteacher to ensure the success of the school.
- The opportunity for dynamic and flexible working arrangements between home and school (PPA and additional leadership time from home).
- Access to a wide range of training and development courses
- The opportunity to work in a school and change the lives of children and better the future

Visits are welcome and actively encouraged. Please see details below to book a slot.

To apply please complete the application and email it to us at replies@hollymount.merton.sch.uk

Closing date: 9th May Start Date: Autumn term 2025 with handover opportunities this summer term

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. CVs are not accepted.