

JOHN GULSON
PRIMARY SCHOOL

Reception Class Teacher
September 2024

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of Reception Class Teacher at John Gulson Primary School. I hope this candidate pack will give you information and insight into our school and the community we serve.

My name is Mrs Watson and I am very proud to be Headteacher of such a richly diverse school community in which different languages, cultures and religions learn together and from each other.

Our mission is to ensure that all members of the school community has passionate ambition and commitment to learning; we recognise the uniqueness of every individual in the pursuit of excellence. Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

We are a friendly, caring school with high expectations for all our pupils and a strong commitment to the mental health and wellbeing of all within our community. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued.

Mrs V Watson

Welcome from the Head of Teaching, Learning and Curriculum and the Head of Safeguarding, SEND, Behaviour and Pastoral Care



Ms M Johnson

Head of Teaching, Learning
and Curriculum

At John Gulson we pride ourselves on our demonstrating our values through our conduct, through our curriculum and how we support each other. We want to create an environment where our children receive the best education in a nurturing environment. My role in school is to help develop staff to be the best that they can be in providing a high-quality provision to our pupils. I also support subject leaders in developing an exciting, tailored curriculum and improving their own skills as leaders.

Working at John Gulson will mean that you will receive excellent CPD and the opportunity to further your own career with access to bespoke training. You will also be able to work collaboratively with your own and the wider team. We are a supportive workplace that values you as an individual and are also committed to ensuring that wellness for all is a priority.

We are in an exciting period of transition of creating a school that we are all proud to be a part of and you have the chance to be a part of that journey.



**Mrs S Webberley-
Holmes**

Head of Safeguarding,
SEND, Behaviour and
Pastoral Care

My name is Suzanne Webberley Holmes and my role in school is Head of Safeguarding, SEND, Behaviour and Pastoral Care. I have worked in the school for a number of years in different roles and took up this new post in April 2021. I am a qualified SENDCO and recently achieved my NPQH qualification. My role centres around supporting children and families, in particular those with additional vulnerabilities, to access high quality provision which meets their needs and also ensure any additional needs are met. Safeguarding is of the highest importance at our school and is at the heart of all we do in school and is central to all of my role. Part of my role is to lead on behaviour and we work hard at school to ensure our approach is built around relationships and good choices. I lead a team of pastoral staff and oversee our nurture provision and EAL provision. The children and families and staff at John Gulson are a joy to work alongside.



JOHN GULSON PRIMARY SCHOOL

MISSION STATEMENT

John Gulson Primary School reflects passionate ambition and commitment to learning and we recognise the uniqueness of every individual in the pursuit of excellence.

VISION

Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

VALUES



SCHOOL CONTEXT

John Gulson Primary School is a 2FE school. We have a 36-place morning Nursery provision. We are based within an area of high deprivation in central Coventry (Foleshill). The school ranks amongst the top 20% in terms of deprivation (idaci 0.36). There are high levels of mobility within the school. At our recent OFSTED inspection (March 2022), we were praised for the progress we had made towards significant school improvement. Despite being graded by the LA in early 2020, we got 'Good' in all areas with the exception of Quality of Education; this was identified as RI but with targets being to keep doing what we are doing!

Currently, numbers in each year group as follows:

Nursery: 36

Reception: 62

Year 1: 60

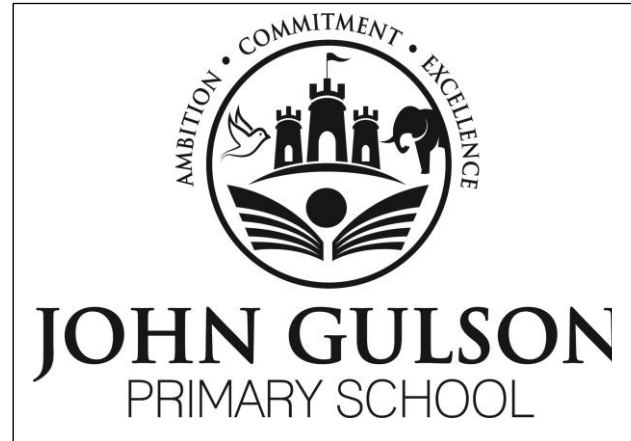
Year 2: 60

Year 3: 62

Year 4: 62

Year 5: 60

Year 6: 60



35% of pupils are disadvantaged (compared to 20.8% nationally).

69% of pupils have English as an additional language (compared to 19.3% nationally).

14.71% of pupils have SEND - 0.85% EHCP and 13.86% SEND support (compared to EHC 3.7% and SEND Support 12.25% nationally).

The ethnic backgrounds of our pupils are:

- Bangladeshi 11.7%
- Black African 9.6%
- Black Caribbean 0.4%
- Gypsy Roma 2.8%
- Indian 11.7%
- White and Asian 2.1%
- Pakistani 23.7%
- White British 6.0%
- White and Black Caribbean 0.9%
- Roma 0.2%
- White and Black African 0.2%
- Other Asian 16.2%
- Other Black 0.2%
- Other Ethnic 3.8%
- Other Mixed 2.3%
- Other White 5.8%

Attendance for the Autumn term 2023 was just over 93%; punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

GOVERNANCE

Name:	Role:
Jane Friswell	Chair of Governors
Kerry Webb	Vice-Chair of Governors
Victoria Sumner	Headteacher
Tuhin Ahmed	Parent Governor
Azhar Minhas	Parent Governor
Val Baker	Co-opted Governor
Fiona Atherton	Co-opted Governor
Dani Sheldon	Staff Governor
Shaun Bent	Co-opted Governor
Val Baker	Co-opted Governor
Richard Law	Co-opted Governor

STAFF STRUCTURE 2023-2024

Executive Leadership Team

Headteacher Ms. V Sumner		
Head of Teaching, Learning and Curriculum Ms. M Johnson	School Business Manager Mrs. L Davis	Head of Safeguarding, SEND, Behaviour and Pastoral Care Ms. S Webberley-Holmes

Senior Leadership Team

Deputy Head of SEND and Behaviour Mrs P Nash	Deputy Head of Teaching and Learning Mrs. V Green	Deputy Head of Curriculum Miss. H Cartwright
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ROLES AND RESPONSIBILITIES

SPORT MR. S NASH	ART MS. M JOHNSON	MFL MS. M JOHNSON
MUSIC MISS. S GUMMERY	PSHE/RHE MS. V SUMNER	DESIGN TECHNOLOGY MRS. G COSTELLO
HUMANITIES MRS. W PROUD	SCIENCE MRS. J NEWTON	

OFFICE AND ADMIN TEAM

Assistant Business Manager Miss. T Hine	Clerical Assistant Miss. C Bannion	Office Admin Lead Mrs. J Goldsmith
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PASTORAL, NURTURE AND INCLUSION TEAM

FAMILY SUPPORT WORKER MR. M SHEBL	KS1 LEARNING MENTORS MISS L SIMPSON / MRS. S KUBRA	KS2 LEARNING MENTOR MR. J-P MBARUSHIMANA
HLTA MANAGER: NEWLY ARRIVED LANGUAGE ACQUISITION / PPA / SCHOOL COUNCIL MRS. B JANDU	TRAINEE SCHOOL COUNSELLOR MISS. L SIMPSON	SALT MRS. N CHHOKAR
NURTURE MRS. A KHADIR	NURTURE MR. J ROWSTRON	NURTURE MRS. S RASHID

HLTAs

MRS. R ADAMJEE
MRS. S HUSSAIN

MR. J ROWSTROM
MRS. K RIAT
MRS. F KHALIFA

HLTAs

MRS. R ADAMJEE
MRS. S HUSSAIN

MR. J ROWSTROM
MRS. K RIAT
MRS. F KHALIFA

SCHOOL IMPROVEMENT TARGETS 2023-2024

Key Priority 1: QUALITY OF EDUCATION OBJECTIVES

Refine and strengthen teaching and learning (through a focused approach using research and development of expertise), leading to better R/W/M and combined outcomes for all groups of children (noted in progress & attainment measures) to close the gap with or meet national average data.

Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Key Priority 3: PERSONAL DEVELOPMENT OBJECTIVES

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.
- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Key Priority 4: LEADERSHIP AND MANAGEMENT OBJECTIVES

- New SLT / Middle leaders / subject leaders have full knowledge, understanding and accountability of/for their area of responsibility and/or subject area. As a result, standards for all children are high and outcomes for all children improve in both core and foundation subjects.
- There is a robust succession plan in place to ensure that standards and expectations at JGPS always remain high.
- Senior and middle leaders provide high quality CPD for all staff (inc. ECTs), leading to consistently good or better teaching and learning. There is no requires improvement teaching at JGPS. Outcomes for all children improve as a result.
- Governors make termly visits to school to review their area of responsibility (linked to the SIP). As a result, Governors have a detailed knowledge and understanding of school priorities and progress towards these.

KEY PRIORITY 5: EYFS OBJECTIVES

- To improve the Quality of Education in Early Years Foundation Stage to Outstanding.
- To improve EYFS outcomes from 67% to above national average (2023).

EQUALITY AND INCLUSION

EQUALITY STATEMENT

All pupils and members of staff at John Gulson Primary School Primary School are provided with opportunities to fulfil their potential without discrimination of any kind, as referenced in the protected characteristics of the Equality Act 2010.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The above applies to adults and children alike.

At John Gulson Primary School, we two assemblies per week are based upon teaching about the protected characteristics; this is done via the sharing of high-quality, age-appropriate texts.

Our school improvement plan identifies how we will ensure that we have an explicit focus upon equality for each of our objectives.

INCLUSION

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider **every teacher to be a teacher of every child**, including those with special educational needs and disabilities.

We have the highest aspirations and expectations for all pupils, including those with special educational needs.

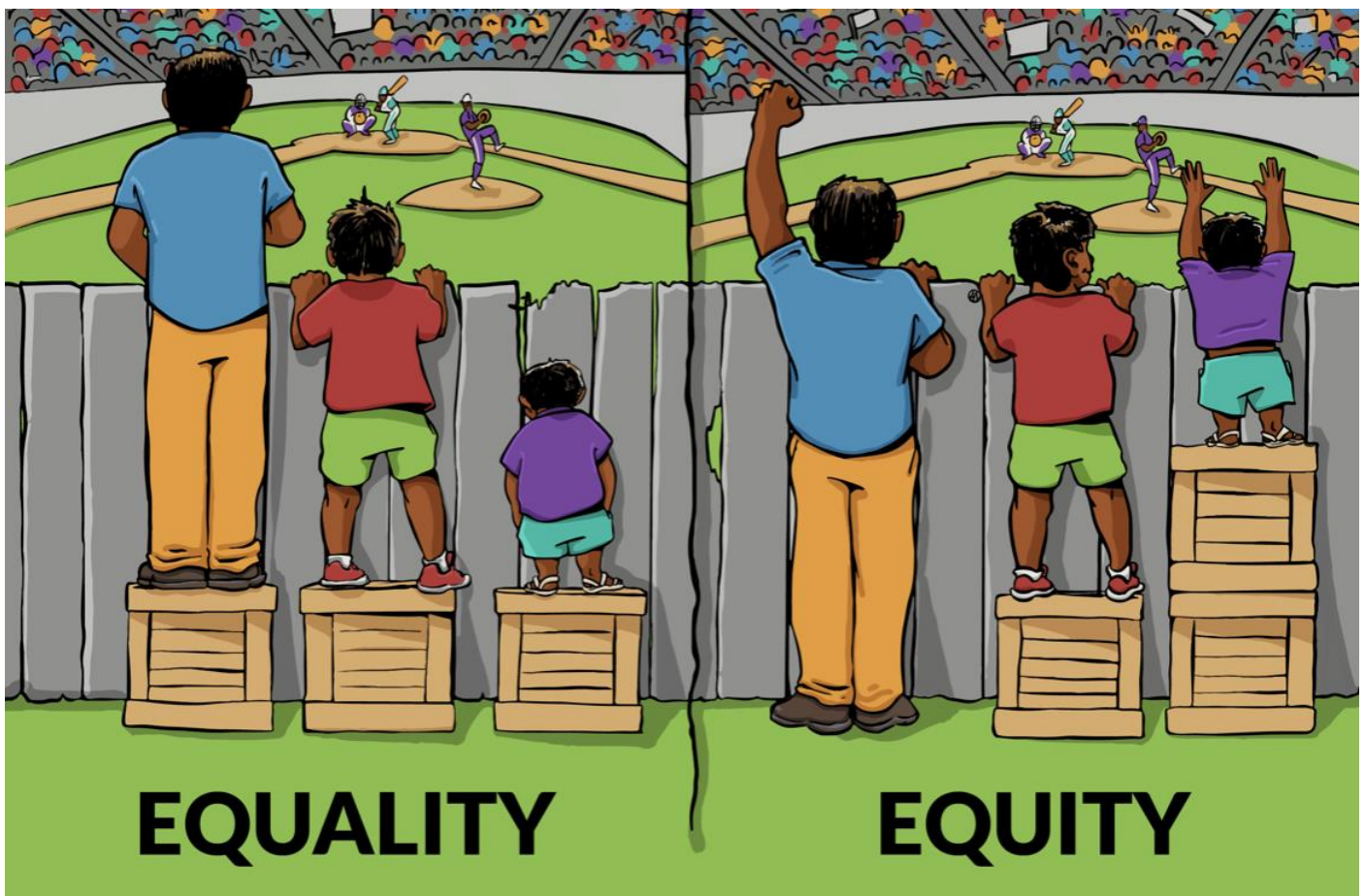
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and contribute fully to the school community.

To achieve this we will:

1. Strive to establish a fully inclusive school, eliminate all prejudice and discrimination and create an environment where all children can be happy, progress and feel safe.

2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Working in close partnership with parents to achieve these aims, we are committed to parents participating as fully as possible in decision making and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.



JOHN GULSON PRIMARY SCHOOL

Reception Class Teacher

MPS/UPS

FULL-TIME / PERMANENT

Required from September 2024

At John Gulson Primary School we are looking for an EYFS (Reception) class teacher with a proven track record of success in outcomes for children in early years. You will be part of the Early Years phase which constitutes a 36-place morning Nursery and 2 Reception classes. We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our school journey! As a 2FE entry school, you will have dedicated PPA with your year group partner and support from an EYFS specialist.

We want a consistently good/outstanding classroom practitioner within the Early Years (either as an experienced practitioner or from your teaching practices). You will be someone who is highly driven and motivated, has an eye for detail, and can work flexible and creatively and continue the journey towards raising quality of provision and standards in EYFS. At our March 2022 OFSTED inspection, EYFS was judged as 'Good' – the next step? Outstanding!

The successful candidate will have:

The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence

Excellent inter-personal and the ability to both inspire and challenge colleagues

Proven experience as an effective good and outstanding classroom teacher

Experience of working with children of different ages and abilities within the Early Years

Have the ability to ensure that all children are given opportunities to excel; there are no ceilings to learning at our school! High expectations are a must!

Excellent communication skills and a good sense of humour

Ensure that mental health and well-being of all is central to your approach to teaching and learning.

In return we can offer:

- Kind, caring, hard-working and motivated children;
- Wonderful families;
- Friendly, supported and motivated staff team who are committed to improvement;
- Positive working environment;
- A commitment to staff wellbeing;
- A school on a journey of ongoing improvement and development;
- Full commitment to ongoing professional development opportunities

Further information about John Gulson Primary School is available on the school website:

www.johngulson.coventry.sch.uk

If you would like to discuss the post further, you can contact the Headteacher, Mrs V Watson, via the school office (02476 227791).

How to apply

Further details and application packs can be obtained by contacting Mrs L Davis at

l.davis@johngulson.coventry.sch.uk

Completed application forms should be returned to Mrs Davis at the address above.

CLOSING DATE: Wednesday 19th June at 4pm

Lesson Observations and interviews for shortlisted candidates: Monday 24th June 2024

Informal visits are encouraged. We are offering tours of the school on:

**Monday 10th June at 8:15am OR
Friday 14th June at 3:45pm**

Please call the School Office to book a place on: 02476 227791

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including:

Teaching

enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.

References

All applicants will be required to provide two suitable references.

JOB DESCRIPTION

Job Title	EYFS Lead and Reception Class Teacher
Responsible to	Headteacher
Job Purpose	The successful candidate will be expected to carry out the duties of a teacher/lead in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Head teacher.
Professional Responsibilities	<ul style="list-style-type: none"> • Lead the EYFS (Nursery and Reception) effectively • Implement and deliver an appropriately broad, balanced and relevant curriculum for pupils in conjunction with the Head of TL&C, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school and Local / National expectation. • Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils. • Implement and monitor impact of support plans for individual pupils. • Foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential • Share in the development and review of the EYFS curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider EYFS team. • Provide mentoring and training for EYFS staff as required, in line with school improvement priorities. • Support and contribute to the school's responsibility for safeguarding children
Responsible for	<ul style="list-style-type: none"> • Closely liaise with parents and guardians, professionals within Early Years Foundation Stage and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers). • Standards and outcomes for pupils in EYFS. • Motivate children's learning, both indoors and outdoors, encouraging learning through experience • Ensure the smooth transition between Nursery and Reception and Reception to Year 1.
Duties	<ul style="list-style-type: none"> • Teach all areas of the foundation stage curriculum • Work with the EYFS team to plan, prepare and evaluate all aspects of EYFS provision • Provide pastoral care and support to children and providing them with a secure environment in which to learn • Develop and produce visual aids and teaching resources • Organise learning materials and resources, making imaginative use of resources • Assist with the development of children's personal/social and language abilities • Support the development of children's basic skills, including physical coordination, speech and communication • Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play • Develop children's curiosity and knowledge

	<ul style="list-style-type: none"> • Work with others and contribute to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors • Share knowledge gained with other practitioners and parents/carers • Observe, assess and record each child's progress using the school's tracking system, and prepare reports for external agencies • Attend pupil progress meetings for Nursery and Reception as EYFS lead • Attend in-service training • Ensure the health and safety of children and staff is maintained during all activities. • Keep up to date with changes in the EYFS and National Curriculum and developments in best practice • Be adaptable and flexible
Other Duties	<ul style="list-style-type: none"> • Play a full part in the life of the school community and support its distinct ethos, vision and values • Follow and actively promote the school's policies and procedures. • Comply with health and safety policy and undertake risk assessments as appropriate. • Actively pursue own personal and professional development.

PERSON SPECIFICATION

Qualifications & Experience	Qualified to degree level including Qualified Teacher Status
	Early Years training
	To have teaching experience of children under 5 and a thorough understanding of transition from Nursery to Reception and Reception to Year 1, including the new EYFS Framework and baseline assessment processes
Professional Knowledge and Experience	Excellent Early Years Practitioner with a proven track record of consistently good or better classroom practice and high outcomes for all groups of children.
	A clear understanding of how young children learn and the ability to plan for effective and high-quality teaching and learning in the Early Years
	An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children
	To have experience and understanding of working with children with SEND and EAL
	The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities
	To be able to manage behaviour effectively using a range of positive strategies
	Experience of planning and organising an enabling and engaging learning environment inside and outside
	A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning
	To lead by example through consistently high-quality practice in all areas
	The ability to maintain professional and positive relationships with children, staff, parents and external agencies
	A clear understanding of how to teach phonics using 'Letters and Sounds' in the EYFS
	An understanding of how to adapt learning to provide appropriate levels of challenge so that all pupils make good progress
	The ability to use assessment information effectively to plan next steps for all children.
	To work collaboratively and supportively with colleagues within EYFS, the wider school and outside agencies
	The ability to lead and motivate a team of staff
	To be committed to continual personal and professional development. To be reflective and learn from past experiences
	To be committed to equality, diversity and the inclusion of all
	To be able to communicate clearly both orally and in writing
Personal Characteristics	Be reliable with a high degree of integrity
	Possess excellent interpersonal skills and be able to form effective working relationships
	Be well-organised, enthusiastic, energetic and flexible
	Be resilient and demonstrate the ability to work under pressure.
	Manage time effectively
	Value and respect the views of children
	Self-motivated and able to take initiative and responsibility
	Demonstrate a willingness to learn with and from colleagues
	Be proactive in maintaining own professional development and willing to seek help from others when needed
	A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required
Adhere to the School's code of conduct	

STAFF WELL-BEING

At John Gulson Primary School, staff well-being is central to who we are and what we do. Staff well-being comes in various guises; we are robust in ensuring that our approach to well-being is not tokenistic but rather has demonstrable impact of the working lives of all staff within our care.

We have 3 policies bespoke to staff well-being:

1. Staff Well-Being Policy;
2. Menopause Policy;
3. Staff Domestic Abuse Policy.

On a practical, day-to-day basis you can expect:

1. Joint PPA with your year group colleague in a half-day block to encourage collaborative thinking and support. This can be taken on- OR off-site;
2. A commitment to reducing unnecessary workload;
3. One INSET day per year dedicated to well-being;
4. One staff meeting per term dedicated to staff well-being;
5. Access to counselling via the Promoting Health at Work process;
6. A supportive SLT with an open door policy;
7. Access to fitness class once per week;
8. Ongoing commitment to professional development, ranging from developing classroom practice to developing yourself via higher education or completion of a NPQ;
9. A real commitment to work-life balance.
10. We have 7 adult mental health first aiders, consisting of a variety of staff within a variety of roles to provide expert support where required.

PROFESSIONAL DEVELOPMENT

Access to consistent, quality professional development is essential within a school system that is constantly changing and developing.

We place CPD as a key priority for all staff members in all roles:

1. Weekly staff meetings based around coaching and mentoring;
2. Annual CPD meetings with the Headteacher to plan out a 1-, 3- and 5-year professional development journey;
3. Access to ongoing training bespoke to your role in school;
4. Access to networking via our involvement with the Compass network within Coventry;
5. A developing peer support system;
6. Access to a range of qualification opportunities including NPQs and higher education opportunities.

We want to invest in our staff and their professional development; not only is it our job as a school to ensure we have the highest calibre of expertise, but it is our job to develop the next generation of school leadership. This is a job we take extremely seriously.

