

**JOHN GULSON**  
PRIMARY SCHOOL

**Key Stage 1 Teacher  
September 2024**

**CANDIDATE PACK**



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# WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of Key Stage 1 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 Ms. Sumner 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.

Ms. V Sumner

# 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

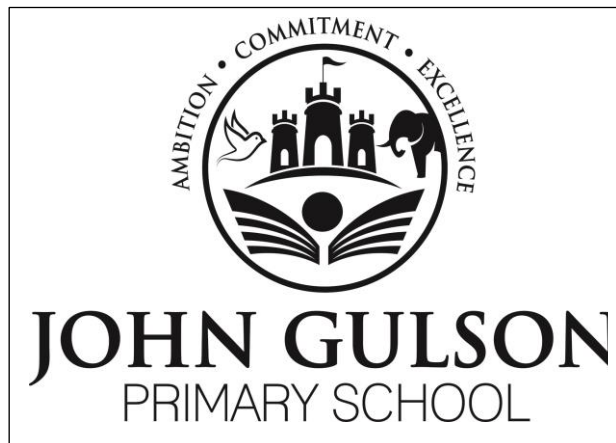
Year 2: 60

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

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

## Senior Leadership Team

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

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

## OFFICE AND ADMIN TEAM

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

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

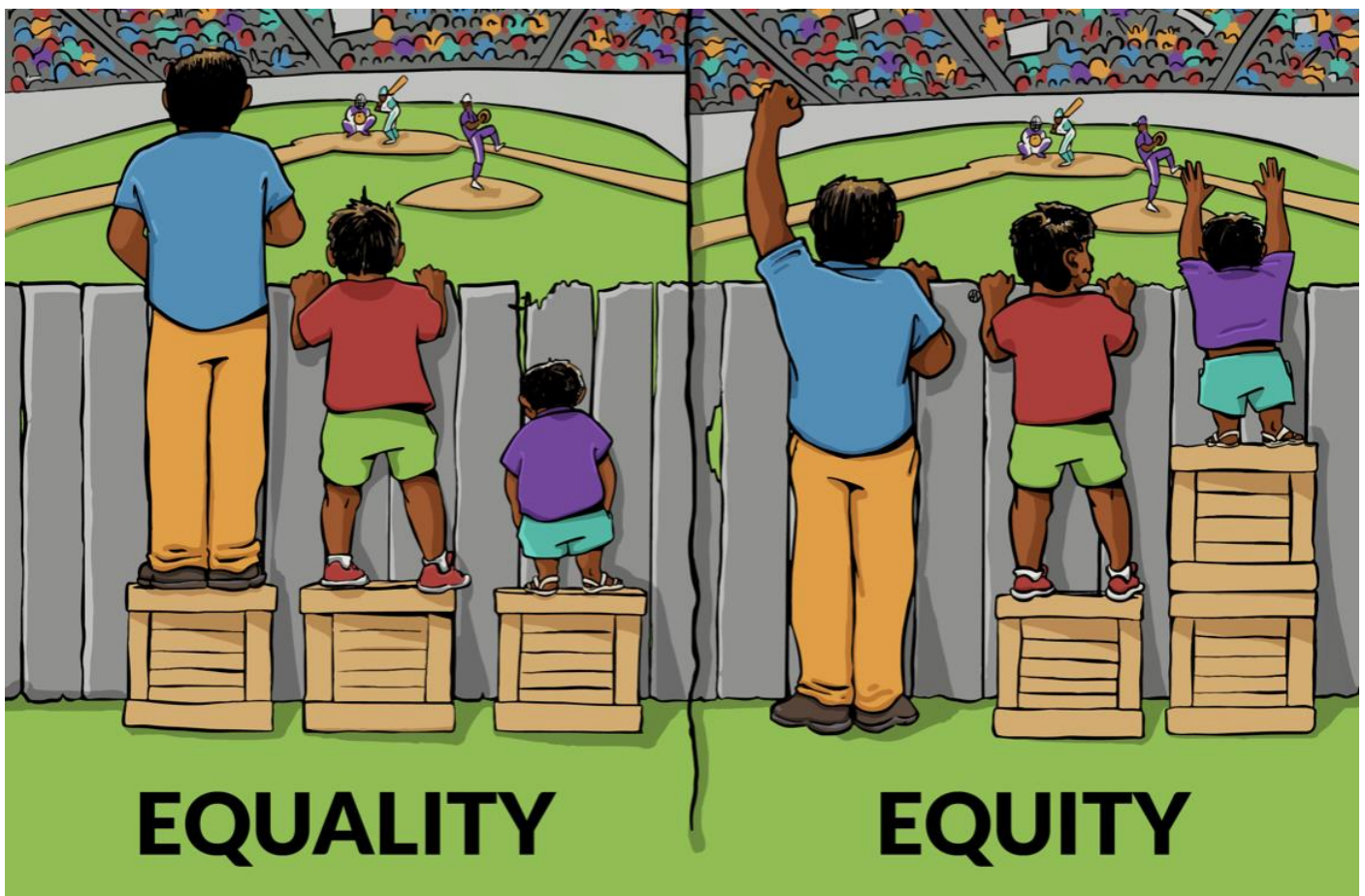
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



## **KEY STAGE 1 CLASS TEACHER**

**MPS/UPS (Suitable for ECTs)**

**FULL-TIME / Permanent**

**Required September 2024**

Are you looking to join an innovative school, on their amazing journey and make a real difference to children and their families? Are you passionate about your own career development? If so, then we would welcome your application!

The Headteacher and Governing Body are seeking to appoint a creative, innovative and forward-thinking experienced classroom practitioner to join our Key Stage 1 team. We are looking for someone who can deliver consistently high-quality lessons, demonstrates consistently good or outstanding teaching in a learning environment where children of all abilities achieve their potential.

### **You will:**

- Put the children first;
- Be able to work creatively, consistently delivering good/ outstanding lessons;
- Be able to inspire, challenge and motivate all children to achieve;
- Promote and celebrate the talents and skills of all pupils;
- Ensure that mental health and well-being of all is central to your approach to teaching and learning;
- Have knowledge and understanding of teaching Phonics.

### **We can offer:**

- Kind, caring, hard-working and motivated children;
- Friendly, supportive and motivated staff team who are committed to improvement;
- Positive working environment with a proactive commitment to staff wellbeing;
- A school on a journey of ongoing improvement and development;
- Full commitment to ongoing professional development opportunities where you can access NPQs or access funding towards qualifications such as a Masters Degree.

### **How to apply**

**Further details and application forms can be obtained by contacting Mrs Davis (Business Manager) at [l.davis@johngulson.coventry.sch.uk](mailto:l.davis@johngulson.coventry.sch.uk).**

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

**Tours of the school available on:**

**Monday 18<sup>th</sup> March at 8:30am**

**Thursday 21<sup>st</sup> March at 3:45pm**

**Wednesday 10<sup>th</sup> April at 8am**

**Closing Date: Friday 12<sup>th</sup> April at 9am**

**This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure Barring Service.**

**This School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**

## Safeguarding

Following recommendations from Keeping Children Safe in Education (KCSIE) for an additional pre-employment check with effect 1 Sept 22, please note, an online search may form part of this recruitment process. Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS.

## References

All applicants will be required to provide two suitable references.

# JOB DESCRIPTION

## Employment details

Job title:	Class Teacher
Reports to (job title):	Headteacher
Hours of work:	Full time / Permanent
Location:	John Gulson Primary School
Level and scale point:	MPS / UPS in line with current Whole School Pay Policy and <i>Teachers' Pay and Conditions Document</i>
Supervisory Responsibility	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

## Main duties/responsibilities

<b>General</b>
Undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions Document (STPCD).
<b>Job Purpose</b>
Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
Be responsible and accountable for achieving the highest possible standards in work and conduct.
Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
<b>Teaching and curriculum</b>
Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
Be responsible for the planning, preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
Be accountable for the attainment, progress and outcomes of pupils, presenting this information in detail at pupil progress meetings

Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
Have a clear understanding of the needs of <b>all</b> pupils, including those with special educational needs, disabilities and English as an Additional Language.
Develop teaching materials and use resources and equipment effectively.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
<b>Safeguarding, Behaviour and Health and safety</b>
Implement appropriate safeguarding, child protection, health and safety policies and procedures in order to ensure a safe, effective and child friendly environment in all lessons and activities, raising any concerns following school protocol/procedures.
Actively seek out and implement best practice safety procedures.
Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as per the school Behaviour Policy
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
Have high expectations of behaviour, promoting self-control and independence of all learners.
Carry out playground and other duties as directed and within the remit of the current <i>School Teachers' Pay and Conditions Document</i> .

<b>Record keeping</b>
Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
Monitor and assess pupils' results and progress, ensuring appropriate records are kept, and use the data to inform targets, lesson plans and differentiated work.
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
Participate in arrangements for examinations and assessments within the remit of the <i>School Teachers' Pay and Conditions Document</i> .
<b>Professional development</b>
Undertake appropriate and agreed continued professional development.
Participate in whole school and individual INSET programs as required.
Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.

Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
<b>Team working and collaboration</b>
Participate in any relevant meetings/professional development opportunities both at the school and across the Academy Trust, which relate to the learners, curriculum or organisation of the school / Academy including pastoral arrangements and assemblies.
To work in collaboration with others to develop effective professional relationships with partner schools in the Academy Trust.
Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers.
To Cover for absent colleagues within the remit of the current <i>School Teachers' Pay and Conditions</i> document.
To make a positive contribution to enhance teaching and learning with partner schools in the Local Authority
Deploy support staff effectively as appropriate
Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate.
To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
Communicate and co-operate with relevant external bodies.
Make a positive contribution to the wider life and ethos of the school
<b>Administration</b>
Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers' Pay and Conditions Document</i> .

**Note:**

Notwithstanding the details in this job description, in accordance with the flexibility policy, the job holder will undertake such duties, across the school, as maybe determined by the Headteacher from time to time up to or on a level consistent with the principal responsibilities of the job.

The teacher will be required to safeguard and promote the welfare of children and young people, and follow all school policies and the staff code of conduct.



## PERSON SPECIFICATION

Factor	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Degree</li> <li>• Evidence of a commitment to professional development</li> </ul>	
<b>Experience</b>	<p>The Class Teacher should have experience of:</p> <ul style="list-style-type: none"> <li>• Consistently good / outstanding teaching within the primary range</li> <li>• Can effectively use a range of AfL strategies to drive forward learning</li> <li>• Working in partnership with parents</li> </ul>	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Excellent subject knowledge and understanding of the National Curriculum</li> <li>• Clear philosophy of primary education which puts the well-being of the child at the centre of process</li> <li>• Able to plan for progression across the attainment range, designing effective learning across a series of lessons</li> <li>• Committed to meeting the needs of all children</li> <li>• Has an awareness of the principles of effective assessment which empowers children as learners</li> <li>• Understands the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN, Safeguarding and Child Protection;</li> <li>• Understands and demonstrates effective teaching and learning styles.</li> <li>• Good understanding of a range of positive behaviour management strategies</li> <li>• Identified curriculum strengths</li> </ul>	Experience of delivering Phonics
<b>Skills</b>	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• promote the school's aims positively, and use effective strategies to motivate and inspire pupils;</li> <li>• develop good personal relationships within a team;</li> <li>• establish and develop close relationships with parents, governors and the community;</li> <li>• communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• create a challenging, effective and stimulating learning environment.</li> <li>• Able to use ICT effectively</li> </ul>	

<p><b>Personal characteristics and abilities</b></p>	<ul style="list-style-type: none"> <li>• Endorses a 'growth mindset' in all areas of professional life</li> <li>• Good team player</li> <li>• Shows willingness to contribute to the whole school community, in and out of the classroom</li> <li>• Flexible and adaptable</li> <li>• Organised and able to prioritise, meeting all deadlines</li> <li>• Energetic and positive</li> <li>• Ambitious for self and pupils</li> <li>• Good sense of humour</li> <li>• Committed to improving own practice</li> </ul>	
<p><b>Special requirements</b></p>	<ul style="list-style-type: none"> <li>• An enhanced DBS check is required</li> </ul>	

# 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.

