

JOHN GULSON
PRIMARY SCHOOL

Grade 2 SEND Teaching Assistant September 2024

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of SEND Teaching Assistant 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 (from September 90)

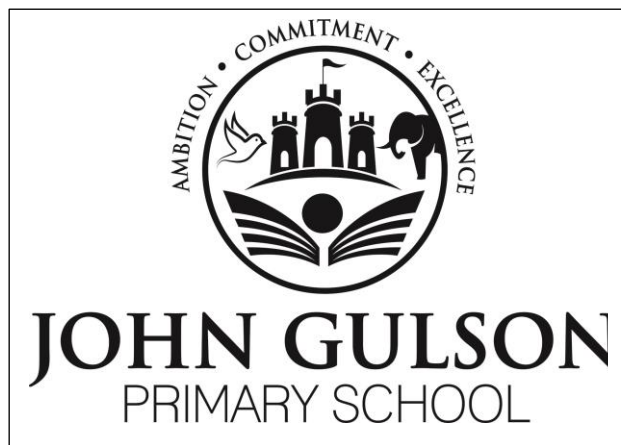
Year 2: 60

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 and Spring 2024 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

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

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
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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.

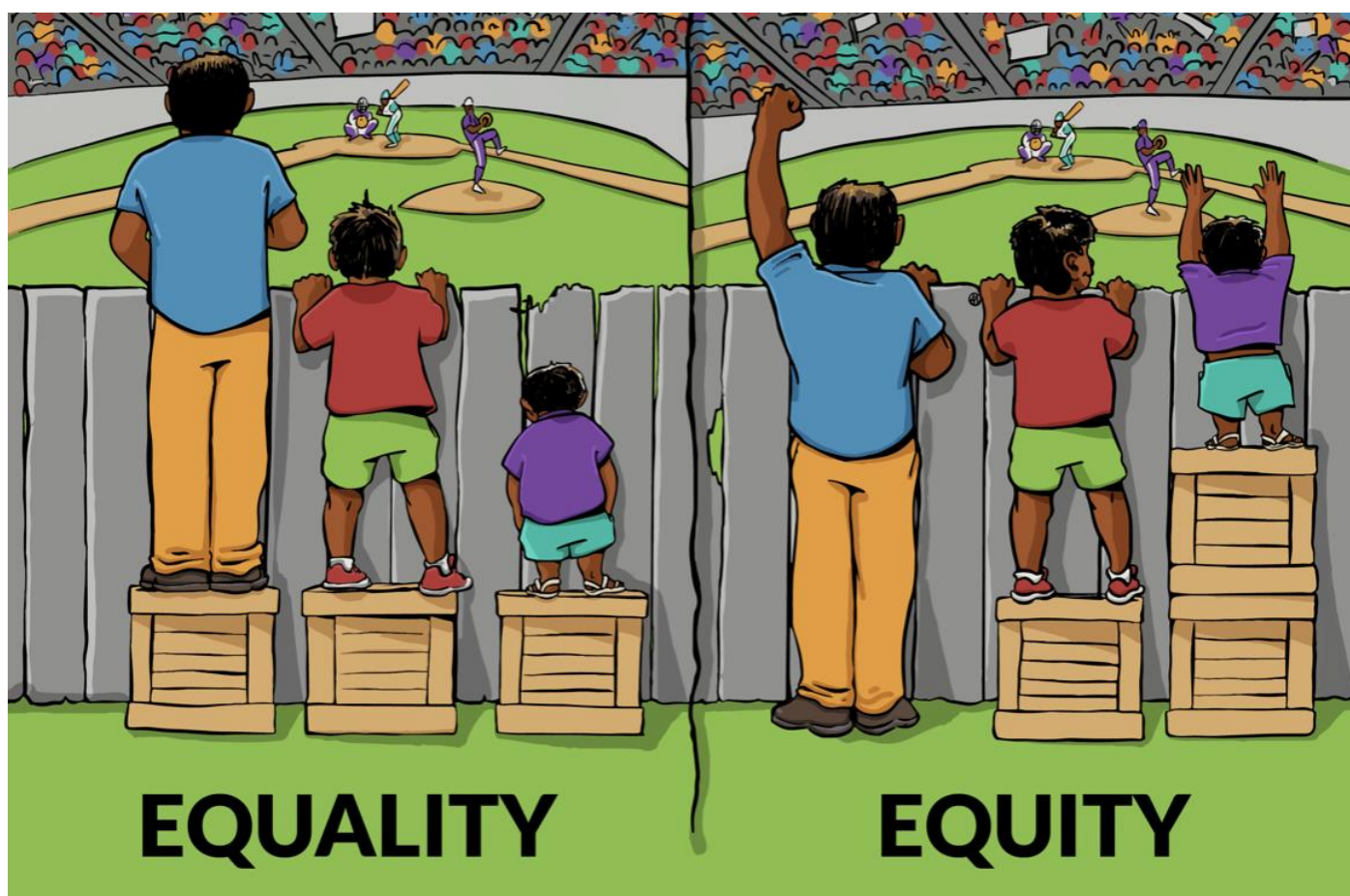
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



SEND Teaching Assistant (Grade 2)

33.50 hours per week (Term Time Only)

Required September 2024 (or sooner if possible)

John Gulson Primary School is on an incredibly exciting journey of improvement.

We are looking for an enthusiastic and well-organised SEND teaching assistant to join our journey from September 2024, to support teachers and children in our SEND provision for EYFS and KS1 children.

The successful candidate will:

- Be an excellent, energetic and focused classroom practitioner
- Have excellent Maths and English skills, both verbal and written
- Have experience of delivering Interventions in as well as Social & Emotional Interventions
- Have the skills to develop oracy when leading the learning with a group or class of children by being able to model high-quality English
- Have high expectations of all children
- Promote our vision and values in all behaviours and interactions with staff, children and families
- Bring experience of working with children who have SEND
- Have the ability to work proactively, using set objectives to plan and deliver activities to enable pupils to attain age related expectations and to exceed these in some instances
- Be committed to developing children as independent learners
- Be an excellent communicator and able to develop positive relationships with staff, pupils and parents
- Work well as part of a team, demonstrating empathy, focus and commitment

We want to recruit people who are passionate about making a difference to children and want to challenge themselves to keep on improving. Our working relationships are positive, supportive and forward looking.

In return we offer:

- A welcoming community and a highly motivated, professional staff team that are driven towards continuously raising standards.
- Excellent professional development opportunities
- Calm and purposeful learning environments
- Friendly, polite, well-behaved children who deserve the very best
- Excellent partnerships between pupils, staff, parents, governors and community
- A forward-thinking approach to teaching and learning throughout the school
- Strong commitment to staff wellbeing

Visits to the school are encouraged.

Please contact the school office on 02476 227791 to arrange.

Closing date for application is Sunday 7th July 2024

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

SEND Teaching Assistant – Grade 2 – To work specifically in a small SEND base in mainstream Primary

Duties and responsibilities

Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence.
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Promote high standards of behaviour, which are based in positive relationships and follows the relationships approach of the school
- Assist with the development and delivery of individual education and support plans and My Plans
- Support with developing language and communication
- Support with intimate care and developing self-care skills and independence

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEND)
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use ICT skills to advance pupils' learning.
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning.
- Monitor, record and report on progress and attainment
- Contribute to the overall ethos, aims and values of the school.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Build positive relationships with all parents and carers
- Communicate effectively with parents and carers under the direction of teachers.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Work with external agencies such as speech and language and autism support service to ensure the best provision possible
- Develop effective professional relationships with colleagues based on our school values

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school.

Any other duties in line with the grade and expectation of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths • Additional training pertinent to the role (e.g. SEND specific) or a willingness to undertake this training
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting. • Experience working with children / young people with special educational needs and disabilities (SEND) • Experience planning and delivering learning activities. • Experience of working with Autistic children • Experience of working with children who use other forms of communication which is not speech
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective and positive working relationships with pupils and adults. • Skills and expertise in understanding the needs of all pupils. • Knowledge of how to help adapt and deliver support to meet individual needs. • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils. • Excellent verbal communication skills • Ability to work as part of a team and to be flexible in their approach to daily routines. • Active listening skills • The ability to remain calm in stressful situations. • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning.
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • A positive outlook and good sense of humour. • Sensitivity and understanding, to help build good relationships with pupils. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • Commitment to always maintaining confidentiality. • Commitment to safeguarding pupil's wellbeing and equality. • Resilient, positive, forward looking and enthusiastic about making a difference. • Capacity to inspire, motivate and challenge children and young people.

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 8 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 an Education and Training grant to support additional qualifications
4. Access to ongoing training bespoke to your role in school;
5. Access to networking via our involvement with the Compass network within Coventry;
6. A developing peer support system;
7. 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.

