

JOHN GULSON
PRIMARY SCHOOL

Grade 3 Teaching Assistant April 2024

CANDIDATE PACK



Contents Page

1. Welcome from the Headteacher.....

2. Welcome from the Head of Teaching, Learning and Curriculum and the Head of Safeguarding, SEND, Behaviour and Pastoral Care.....
3. Mission, Vision and Values
4. School Context
5. Governance
6. Staff Structure
7. School Improvement Targets 2023-2024
8. Equality and Inclusion
9. Teaching Assistant Advert.....
10. Teaching Assistant Job Description
11. Teaching Assistant Person Specification
12. Staff Wellbeing
13. Professional Development

WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of 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 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

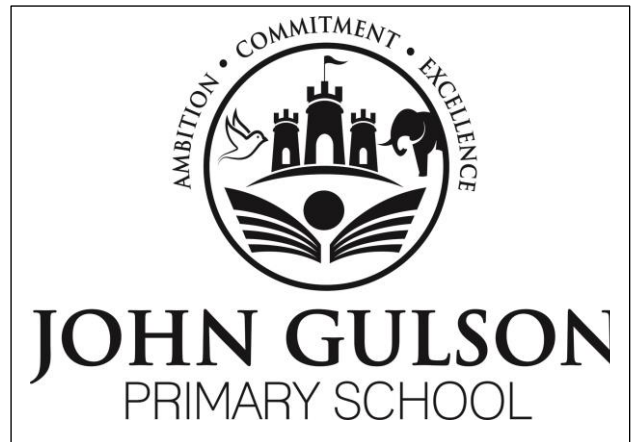
Year 2: 60

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.

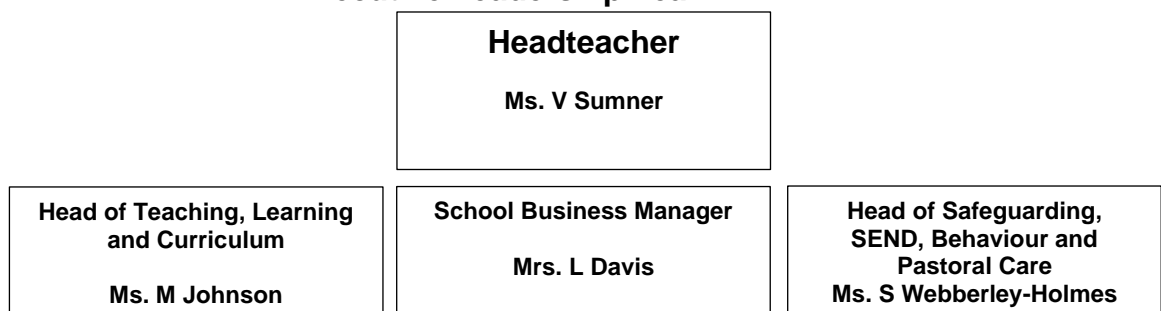
GOVERNANCE

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



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

FI Assistant Business Manager Miss. T Hine	CLER Clerical Assistant Miss. C Bannion	CLER 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
----------------------------------	---

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.

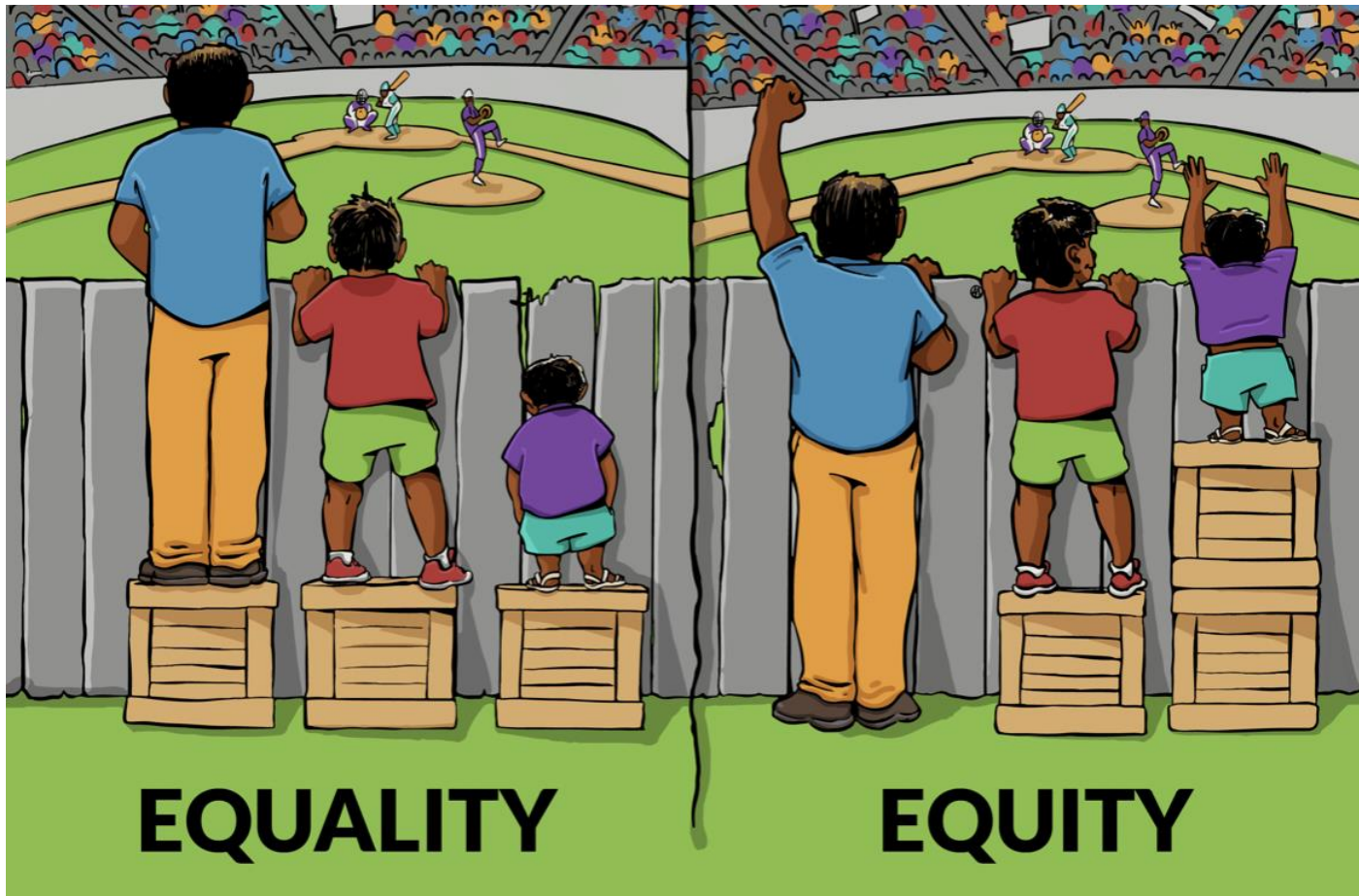
We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and contribute fully to the school community.

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.



Teaching Assistant (Grade 3 qualified)

35 hours per week (Term Time Only)

Required April 2024 (or as soon after as possible)

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

We are looking for an enthusiastic and well-organised teaching assistant to join our journey from April 2024, to support teachers across KS1 and KS2: running small group interventions, working within class to support children.

The successful candidate will:

- Be accredited as a Level 3 teaching assistant
- Be an excellent, energetic and focused classroom practitioner
- Have excellent Maths and English skills
- Have experience of delivering Interventions in English, Phonics and Maths, as well as Social & Emotional Interventions
- Have the skills to develop oracy when leading the learning with a group or class of children
- Have high expectations of all children in the areas of achievement and behaviour
- Promote our vision and values in all behaviours and interactions with staff, children and families
- Bring experience of working with children across Key Stage 1 and 2
- 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
- Effectively mark pupil work, using feedback and assessment tools where appropriate to ensure progress
- Understand how children learn and recognise the abilities of different groups of pupils including more able and vulnerable groups of children
- 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. The Headteacher will be offering tours of the school on:

Thursday 29th February 9am

Wednesday 6th March 3:30pm

Please contact the school office on 02476 227791 to book on to one of these.

Closing date: 8/03/2024 @9am

Interview date: 13/03/2024

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

Employment details

Job title:	Teaching Assistant (Grade 3)
Reports to (job title):	Headteacher
Hours of work:	35 hours per week TTO
Location:	John Gulson Primary School
Level and scale point:	Grade 3

Job Purpose

To work under the instruction / guidance of teaching / senior staff to undertake work / care / support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Duties and Responsibilities:

Supporting Pupils

- o Attend to the pupil's personal needs, and implement related personal programmes, including social, health, physical, hygiene, medication, first aid and welfare matters, as appropriate
- o Deliver pastoral and learning support
- o Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- o Use specialist (curricular/learning) skills/training/experience to support the pupil
- o Assist with the development and implementation of Action Plans / Behaviour Plans / EHCPs
- o Establish constructive relationships with pupils, act as a role model,

set high expectations and interact with them according to individual needs

- o Promote the inclusion and acceptance of all pupils
- o Support individuals / groups of children and take responsibility for their learning
- o Support pupils consistently whilst recognising and responding to their individual needs
- o Encourage pupils to interact and work co-operatively with others and engage pupils in activities
- o Set challenging and demanding expectations; motivate, promote self-esteem and independence to encourage them to achieve
- o Provide feedback to pupils in relation to progress and achievement

Supporting Teachers

- o Work with the teacher to establish an appropriate learning environment
- o Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- o Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- o Monitor and evaluate the pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- o Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- o Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- o Undertake marking of the pupil's work and accurately record achievement/progress
- o Promote positive values, attitudes and good pupil behaviour, be proactive in dealing with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour
- o Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- o Administer and assess routine tests and invigilate exams
- o Provide general administration tasks including preparing displays
- o Input and analyse pupil data and assessment information as directed by the class teacher and/or line manager
- o Support the class teacher at parent evening appointments and school events

Supporting the Curriculum

- o Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- o Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- o Undertake programmes linked to curriculum
- o Determine the need for, prepare and maintain general and specialist equipment and resources
- o Help pupils to access learning activities through specialist support

Supporting the School

- o Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, as advised, reporting all concerns to an appropriate person
- o Be aware of and support difference and ensure all pupils have equal access to opportunities to learning and develop
- o Contribute to the overall ethos / work / aims of the school
- o Assist in the general care of the school environment, a
- o Establish constructive relationships and communication with other agencies / professionals in liaison with the teacher, to support achievement and progress of the pupil
- o Attend and participate in relevant meetings as required
- o Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training
- o Recognise own strengths and areas of expertise and use these to advise and support others
- o Assist with the supervision of pupils out of lesson times, including break and lunchtimes
- o Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- o Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings
- o Undertake all such duties as are reasonable and appropriate to the nature of the post as determined by the Headteacher and commensurate of the grade

NB: All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement and progress. Any changes will take account of salary / status / hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

PERSON SPECIFICATION

Job Title: Teaching Assistant		Grade 3
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of relevant codes of practice / legislation e.g. <i>'Keeping Children Safe in Education'</i> • Working knowledge of National Curriculum and other relevant learning programmes • A basic understanding of the principles of child development and learning processes and in particular, barriers to learning • A variety of behaviour management strategies • Full understanding of the range of support services and providers • Knowledge of teaching Phonics 	
Skills	<ul style="list-style-type: none"> • Ability to relate well to children and adults • Ability to work constructively and effectively as part of a team • Ability to utilise ICT effectively to support and evidence learning • Ability to monitor, record and make basic assessments about individual progress and liaise with appropriate staff about this • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Assist the children and work with the teacher in planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate • Ability to self evaluate learning needs of themselves and the children they work with • Effective organisational skills • Display work effectively, and make and maintain basic teaching resources 	
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general / specific special needs • Demonstrate levels of numeracy and literacy equivalent to GCSE (A-C) or NVQ Level 3 • Experience of teaching Phonics 	
Qualifications / Educational	<ul style="list-style-type: none"> • Good Literacy and Numeracy skills • NVQ3 for Teaching Assistants or equivalent qualification or experience • Evidence of ongoing training in relevant strategies e.g. in particular curriculum / learning area or pastoral support • Although not essential it is desirable that the candidate holds an up to date First Aid certificate 	

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.

