



JOHN GULSON
PRIMARY SCHOOL

Year 2 Teacher
September 2026

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of KS1 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.

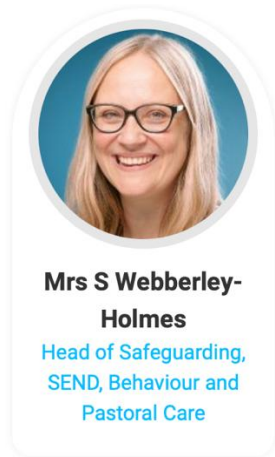
My name is Mrs Watson and I am very proud to be Headteacher of such a richly diverse school community in which different languages, cultures and religions learn together and from each other.

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

MESSAGE FROM THE 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, with 3FE in Year 2. We have a 39-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 (June 2024), we were graded as Good in all areas and Outstanding for Personal Development. The school is an incredible place to work, with fantastic families, children and staff team.

Currently, numbers in each year group as follows:

NURSERY – 36

Reception – 60

Y1 – 60

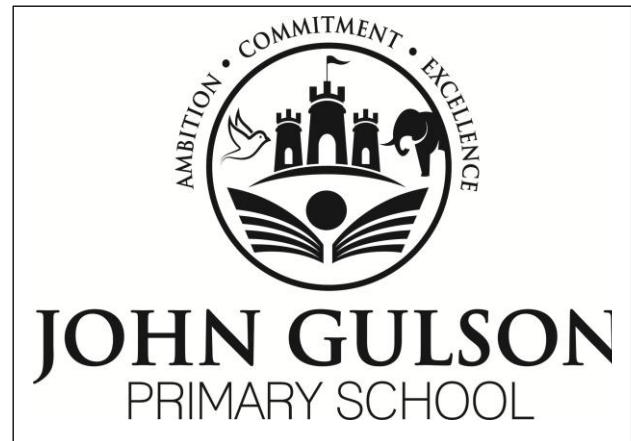
Y2 – 84

Y3 – 63

Y4 – 63

Y5 – 63

Y6 – 64



34.6% of pupils are disadvantaged (compared to 25.7% nationally).

67.7% of pupils have English as an additional language (compared to 21.4% nationally).

18% of pupils have SEND – 3% EHCP and 15% SEND support (compared to EHC 5.3% and SEND Support 14.2% nationally).

Attendance for the 2024-2025 was 94%; punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

GOVERNANCE

Name:	Role:
Azhar Minhas	Chair of Governors
Val Baker	Vice-Chair of Governors
Victoria Sumner	Headteacher
Tuhin Ahmed	Co-opted Governor
Khadija Chbihi	Parent Governor
Wynter Proud	Staff Governor
Dani Sheldon	Co-opted Governor
Rebecca Ibrahim	Co-opted Governor
Vacancy	Co-opted Governor
Vacancy	Co-opted Governor
Vacancy	Co-opted Governor

STAFF STRUCTURE 2025-2026

SENIOR LEADERSHIP TEAM

**SCHOOL BUSINESS
MANAGER**
MRS. L DAVIS

HEADTEACHER
MRS. V WATSON

**HEAD OF SAFEGUARDING,
SEND, BEHAVIOUR AND
PASTORAL CARE**
MRS. S WEBBERLEY-HOLMES

**DEPUTY HEAD OF SEND
AND BEHAVIOUR**
MRS. P NASH

**DEPUTY HEAD OF
CURRICULUM**
MRS. H WILSON
(Maternity Leave)

**DEPUTY HEAD OF
TEACHING AND LEARNING**
MRS. V GREEN

PHASE LEADERS

**PHASE LEADER EYFS &
YEAR 1**

MISS J. HARRIS

**PHASE LEADER YEARS
2 & 3**

MRS. W PROUD

**PHASE LEADER YEARS 4,
5 & 6**

MRS P. NASH

OFFICE AND ADMIN TEAM

OFFICE MANAGER
VACANCY

ADMIN ASSISTANT
MISS C. WEST

ADMIN ASSISTANT
MRS K. WELLS

TEACHING TEAM

EYFS

MISS J. HARRIS
MRS Z. HORNE
MISS A. BACCIOCHI

KS1

MISS G. YMAI
MISS E. BAKER
MISS K. FROST
MISS M. STOUT
MRS S. MINARD (MATERNITY)
MRS H. FERGUSON
(MATERNITY COVER)

LKS2

MRS W. PROUD
MISS L. BLACK
MISS J. KAUR
MISS H. WADMAN
MRS N. SOOD

**SPORTS & FOREST
SCHOOL LEAD**

MR S. NASH

UKS2

MRS B. JONES
MRS P. NASH
MRS V. GREEN
MRS J. NEWTON

PASTORAL, NURTURE AND INCLUSION TEAM

FAMILY SUPPORT WORKER

MR. M SHEBL

LEARNING MENTORS

MISS L SIMPSON / MRS. S
KUBRA

ATTENDANCE OFFICER / KS2 LEARNING MENTOR

MR. J-P MBARUSHIMANA

NURTURE

MRS. R ADAMJEE

TRAINEE SCHOOL COUNSELLOR

MISS. L SIMPSON

SALT

Miss A. KOLA

HLTA MANAGER: NEWLY ARRIVED LANGUAGE ACQUISITION & YEAR 6 SUPPORT

MRS. B JANDU

NESTLINGS

MISS R. WHITEHEAD
MRS A. DAS
MISS O. IRIKPEN
MRS M. ENOILA

NEST

MISS R. WHITEHEAD
MRS S. KUBRA
MRS S. RASHID
MISS A. KOLA

HLTAs

MRS. R ADAMJEE
MRS. S HUSSAIN
MRS. B JANDU

MR. J ROWSTRON
MRS. S KHAN
MRS. F KHALIFA

TAs

MRS. F BHAYAT
MRS. A KHALIFA
MRS. A MANGARIA
MISS S. BABU
MISS. M HO

MRS. M KAUR
MRS. K PATEL
MRS. A DAS
MRS. N HUNJAN

MRS. A CHOUDHURY
MISS. A KOLA
MRS. R MOOSAGEE
MRS. S MOOSAGEE

LUNCHTIME STAFF

MRS F. DEDAT
MRS R. RYATT
VACANCY

MS. S. JAWAD
MRS B. ISMAEEL
MRS K. JEMIGBON

SITE STAFF

MR P. GASCOIGNE
MRS S. HAYES

MRS. J. DAKIN
MRS T. BROWN
MRS S. KHAMIS

SCHOOL IMPROVEMENT TARGETS 2025-2026

The Year of EYFS: 'Play is the highest form of research' Albert Einstein

Objective 1

Use up-to-date research to implement high quality and age appropriate EYFS practices throughout the school.

Objective 2

Use AI efficiently to support staff wellbeing.

Objective 3

To use AI and Technology effectively to support inclusion and increase curriculum access and outcomes for children.

Objective 4

To use recent reviews about poverty and disadvantage in UK primary schools to further develop our practice, offer to our children and further close the disadvantage gap in all aspects of school life.

Objective 5

To review the PSHE / RHE offer to reflect school, local and national needs.

Objective 6

To respond to the Curriculum Review outcomes in line with the needs of our children and our school context, with a particular focus upon Writing.

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.

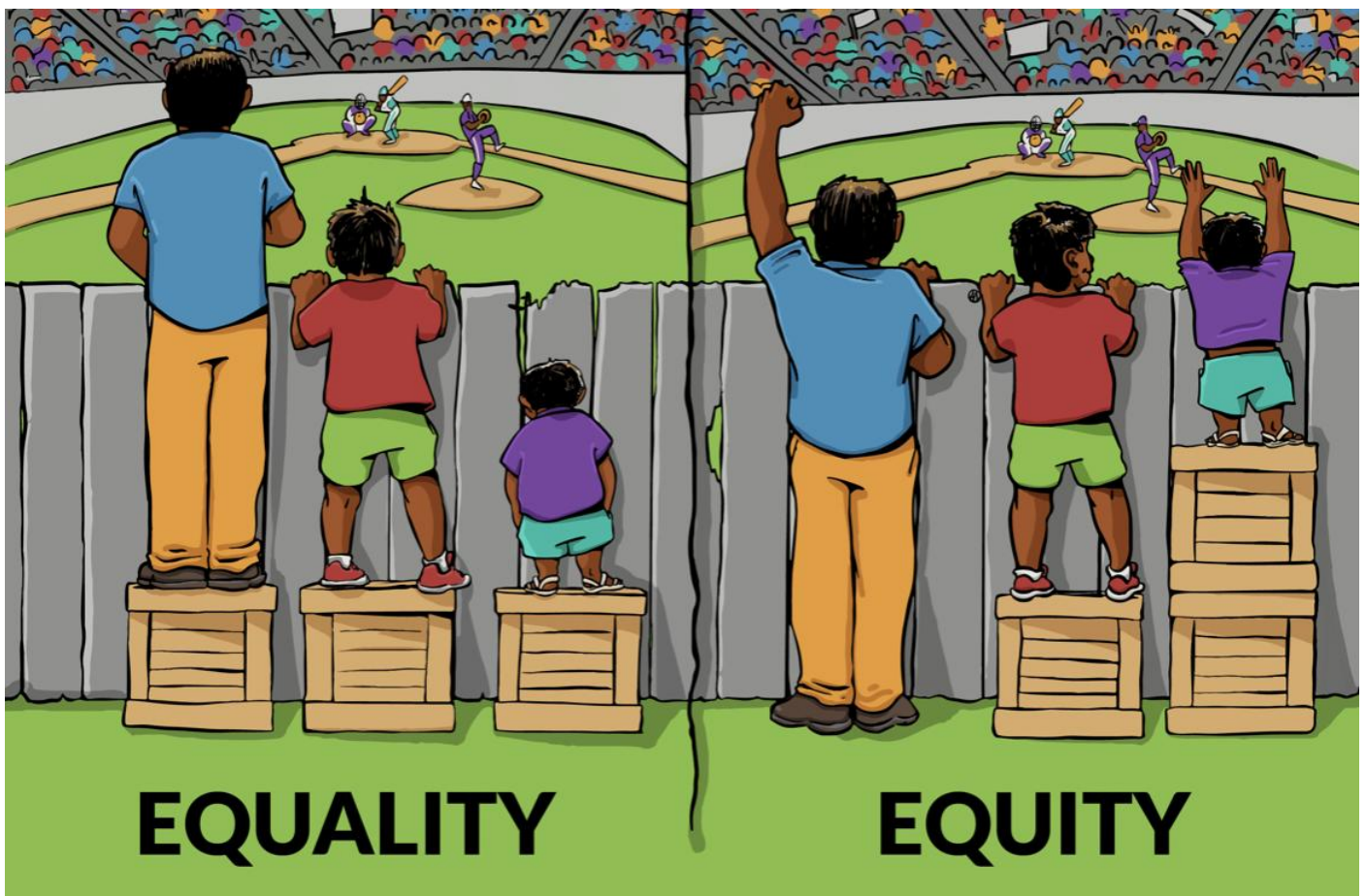
We have the highest aspirations and expectations for all pupils, including those with special educational needs.

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.



Year 2 Class Teacher (Early Years Trained)

Full-time | Permanent

MPS / UPS

Start Date: 01.09.26

We are seeking a passionate, reflective and innovative **Year 2 Class Teacher with strong Early Years training** to join our forward-thinking school as we **extend our continuous provision approach into Year 2**.

This is an exciting opportunity to be part of a school that values child-centred learning, creativity and purposeful play, and is committed to ensuring a developmentally appropriate transition from the Early Years into Key Stage 1.

About the Role

You will:

- Teach a Year 2 class using an **Early Years-informed pedagogy**, including continuous provision and enhanced learning environments
- Work collaboratively with colleagues to further develop and embed continuous provision within Year 2
- Create a stimulating, inclusive and language-rich learning environment that supports curiosity, independence and deep learning
- Use ongoing assessment to inform next steps and ensure all pupils make strong progress
- Build positive relationships with pupils, families and colleagues
- Have access to a dedicated Early Excellence consultant and regular half-termly training and support.

We Are Looking For Someone Who:

- Holds **QTS** and has **Early Years training or significant EYFS experience**
- Has a strong understanding of **child development**, play-based learning and continuous provision
- Is reflective, adaptable and open to innovation and professional dialogue
- Has high expectations for all learners and a nurturing, inclusive approach
- Enjoys working as part of a collaborative and supportive team

This post is **ideal for**:

- Experienced **Early Years teachers** seeking a new and exciting challenge in Year 2
- **Early Career Teachers (ECTs)** with Early Years-specific training or placements

We Offer:

- Kind, caring, hard-working and motivated children;
- A supportive and progressive leadership team
- Friendly, supportive and motivated staff team who are committed to improvement;
- Positive working environment with a proactive commitment to staff wellbeing;
- Full commitment to ongoing professional development opportunities where you can access NPQs or access funding towards qualifications such as a Masters Degree.
- The opportunity to help shape an innovative approach to learning in Year 2

For more information, please have a look at our Year 1 website page, which shares a look at our provision in Year 1 and gives details on our aspirations for Year 2 from September 2026!

<https://www.johngulson.coventry.sch.uk/Curriculum/Year-1/>

How to apply

Further details and application forms can be obtained by contacting Mrs Davis (Business Manager) at l.davis@johngulson.coventry.sch.uk or applying online through the Coventry City Council portal.

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

Visits & Applications

Visits to the school are warmly welcomed and encouraged. Tours with the Headteacher will be held on:

Wednesday 28th January 2026 at 3:45pm

Friday 6th February 2026 at 9:30am

Please contact the school office to book onto one of these tours (02476 227791)

Closing date: Thursday 12th February 2026

Interviews: Wednesday 25th February 2026

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:

Online Search

If shortlisted we will carry out an online search.

References

All applicants will be required to provide two suitable references.

DBS

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

General
Undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions Document (STPCD).
Job Purpose
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.
Teaching and curriculum
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 all 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.
Safeguarding, Behaviour and Health and safety
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> .

Record keeping
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> .
Professional development
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.
Team working and collaboration

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

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

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. Ongoing commitment to professional development, ranging from developing classroom practice to developing yourself via higher education or completion of a NPQ;
8. A real commitment to work-life balance.
9. 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 meetings with the Headteacher to discuss wellbeing and best ways every wstaff member can be supported;
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.