

JOHN GULSON
PRIMARY SCHOOL

HLTA (Grade 4)
May 2025

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of HLTA 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, with 3FE in Year 1. 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 – 86

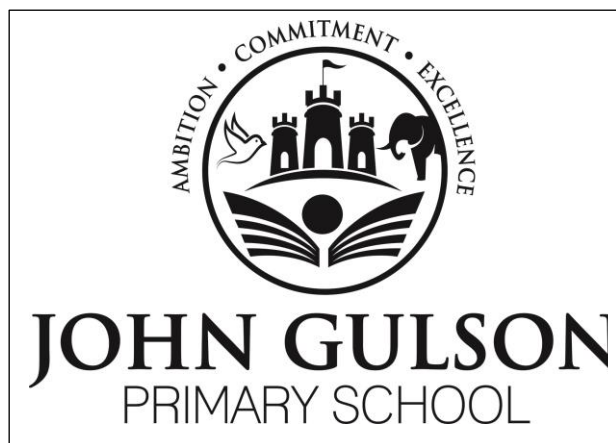
Y2 – 60

Y3 – 60

Y4 – 62

Y5 – 63

Y6 – 62



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 – 2.47% EHCP and 15% SEND support (compared to EHC 3.7% and SEND Support 12.25% nationally).

Attendance for the 2023-2024 was 94%; 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
Wynter Proud	Staff Governor
Shaun Bent	Co-opted Governor
Val Baker	Co-opted Governor
Richard Law	Co-opted Governor
Dani Sheldon	Co-opted Governor
Rebecca Ibrahim	Co-opted Governor

STAFF STRUCTURE 2024-2025

EXECUTIVE SENIOR LEADERSHIP TEAM

HEADTEACHER

MRS. V WATSON

**HEAD OF TEACHING,
LEARNING AND
CURRICULUM**

MS. M JOHNSON

**SCHOOL BUSINESS
MANAGER**

MRS. L DAVIS

**HEAD OF SAFEGUARDING,
SEND, BEHAVIOUR AND
PASTORAL CARE**

MRS. S WEBBERLEY-HOLMES

SENIOR LEADERSHIP TEAM

**DEPUTY HEAD of SEND and
Behaviour**

MRS. P NASH

**DEPUTY HEAD OF
CURRICULUM**

MRS. H WILSON

**DEPUTY HEAD OF TEACHING
AND LEARNING**

MRS. V GREEN

OFFICE AND ADMIN TEAM

ASSISTANT BUSINESS MANAGER

MISS. T HINE

OFFICE LEAD

MRS. J GOLDSMITH

CLERICAL ASSISTANT

MISS. C BRANION

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

**HLTA MANAGER: NEWLY ARRIVED
LANGUAGE ACQUISITION / PPA /
SCHOOL COUNCIL**

MRS. B JANDU

TRAINEE SCHOOL COUNSELLOR

MISS. L SIMPSON

SALT

MISS. E BRISTOW

NURTURE

MRS. R ADAMJEE

NESTLINGS

MISS. B STOREY / MRS. A DAS /
MISS. D CRAIG / MR. J
ROWSTRON

NEST

MRS. S RASHID / MRS. S KUBRA

NURTURE 1:1

MISS. A KOLA

HLTAs

MRS. R ADAMJEE
MRS. S HUSSAIN
MRS. A BACCIOCHI

MISS. G YMAI
MR. J ROWSTROM
MRS. S KHAN
MRS. F KHALIFA

TAs

MRS. F BHAYAT
MRS. A KHALIFA
MRS. A MANGARIA
MISS. C CROSTON

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

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

SITE SERVICES MANAGER

MR. P GASCOINE

SCHOOL IMPROVEMENT TARGETS 2024-2025

Key Priority 1: QUALITY OF EDUCATION OBJECTIVES

- To ensure that AfL is used consistently in all phases and in all subjects, raising attainment and progress for all children.
- To embed assessment processes in all subjects, using the outcomes and analysis to inform future planning.
- To develop and enhance the EYFS curriculum and learning environment to ensure children receive the important learning experiences they need to achieve well in all areas of learning.

Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES

- To ensure consistency in high level attitudes and engagement in learning and resilience when faced with challenges
- For pupils to play a highly active role in creating an environment of inclusion and cohesion
- To continue to support attendance to reduce persistent absence and improve the overall figure to exceed national expectations

Key Priority 3: PERSONAL DEVELOPMENT OBJECTIVES

- Continue to ensure the development of pupils' character is exemplary and share this practice widely
- Develop student leadership further
- Ensure the take up of interests continues to be inclusive to all pupils and develop the take up of extra-curricular opportunities for children with more complex SEND needs

Key Priority 4: LEADERSHIP AND MANAGEMENT OBJECTIVES

- To develop high quality leadership of the EYFS, leading to a significant improvement in outcomes for children within the EYFS.
- To ensure that the administration team are highly effective and efficient, leading to systems being robust.
- To continue to develop the middle and senior leaders.
- Ensure all new teaching staff are delivering consistently good or better lessons and are following JGPS process and procedures.
- To ensure that the new Chair of Governors has a robust transition and induction and is highly effective in their role.
- To ensure there is a strong succession plan in place for school leaders, to ensure consistency in quality of provision for our children.

KEY PRIORITY 5: EYFS OBJECTIVES

- To improve the Quality of Education in Early Years Foundation Stage to a strong Good.
- To improve EYFS outcomes from to above national average (2024).

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.

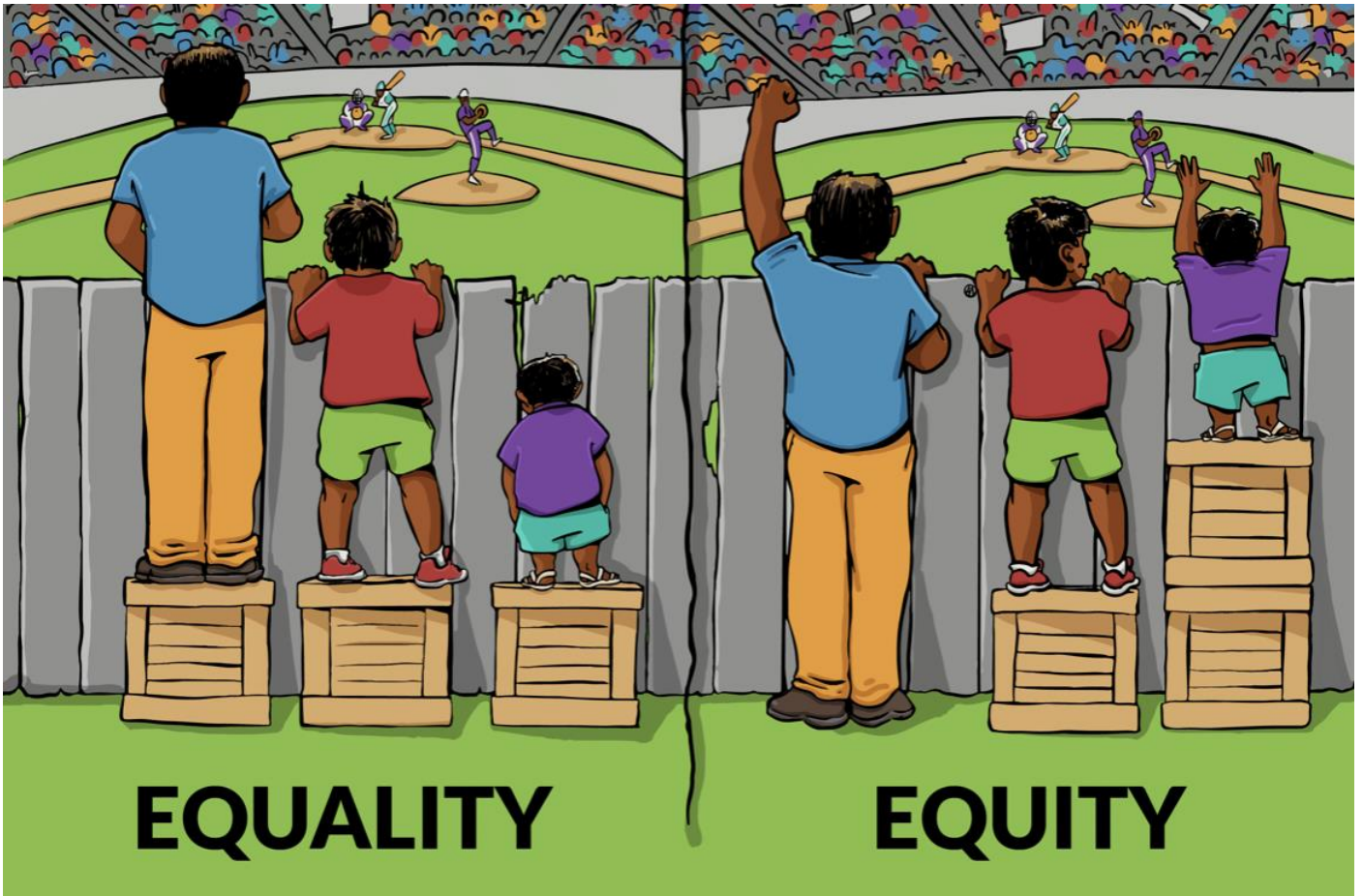
We have the highest aspirations and expectations for all pupils, including those with special educational needs.


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.



School Name:	JOHN GULSON PRIMARY SCHOOL
Full Address:	GEORGE STREET COVENTRY CV1 4HB
Telephone Number:	024 7622 7791
Email Address: (for application forms)	I.davis@johngulson.coventry.sch.uk
Job Title:	HLTA
Is the post temporary and length of Contract	Permanent from 28.4.25 (or as soon after as possible)
Hours:	35 hours per week
Please insert if TTO	Term time only
Salary range:	Grade 4
	<p>John Gulson Primary School George Street Coventry CV1 4HB</p>  <p>John Gulson Primary School is on an incredibly exciting journey of improvement.</p> <p>We are looking for an enthusiastic and well-organised HLTA to join our journey to support teachers across EYFS, KS1 and KS2: running small group interventions, leading clubs, working within class to support children, as well as cover across the school.</p> <p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have HLTA status (or NVQ 3) or equivalent (e.g. Degree in education) • Be an excellent, energetic and focused classroom practitioner • Have excellent Maths and English skills (Grade C – or equivalent) at GCSE • Have experience of delivering Interventions in English, Phonics, 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 • Actively promote our vision and values • 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

	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>In return we offer:</p> <ul style="list-style-type: none"> • A welcoming community and a highly motivated, professional staff team that are driven towards continuously raising standards. • Excellent professional development opportunities including opportunities to complete degrees and other professional qualifications • 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 <p>Visits to the school are encouraged. The Headteacher and SLT will be offering tours of the school on: Tours of the school available on: Monday 24th March 2025 at 8:30am Friday 28th March 2025 at 3pm Monday 31st March 2025 at 9am</p> <p>Please contact the school office on 02476 227791 to book on to one of these.</p> <p>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.</p> <p>This School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p>
Closing date:	Closing Date: 9am on Tuesday 3rd April 2025
Interview date:	Wednesday 9th April 2025 / Thursday 10th April 2025
Do you require the following sentence:	For an informal visit please contact the school by e-mail to l.davis@johngulson.coventry.sch.uk
Application option -	Applications packs are available to download from www.wmjobs.co.uk and the school website and are returnable direct to the school l.davis@johngulson.coventry.sch.uk

JOB DESCRIPTION

Job Purpose

To work collaboratively with the responsible classroom teacher in their responsibility for the development and education process by utilising detailed knowledge and specialist skills to undertake 'specified work' and provide care and supervision to children/young people.

Duties and Responsibilities

Under the direction and supervision of teaching/Executive SLT:

- Undertake appropriate planning and preparation of lessons and courses for individuals, groups and whole classes.
- Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required.
- Assess the development, progress and attainment of pupils.
- Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.
- Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those pupils with special educational, physical or emotional needs.

JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate.
2. Implement agreed learning activities/teaching programmes using strategies in liaison with the teacher, to support pupils to achieve learning goals and keeping detailed and accurate records of impact.
3. Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters.
5. Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement.
6. Manage, prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
7. Undertake supervision and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
8. Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance.
9. Ensure that pupils are able to safely use equipment and materials provided.

10. Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
11. Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
12. Establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and pupil progress.
13. Assist the teacher in monitoring and analysing records of pupils' progress.
14. Utilise ICT in learning activities and develop pupils' competence and independence in its use.
15. Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include:
 - assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
 - the changing of soiled clothing and its disposal in an appropriate way;
 - assisting with children's injuries and, where appropriately qualified, administering first aid;
 - undertaking First Aid training as required by school
 - assist with the administering of medicines under the direction of **the appropriate medical** staff;
 - assist with the identification and monitoring of children's general health and welfare.
16. Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
17. Support and contribute to the overall ethos/work/aims of the school.
18. Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
19. Assist with group/whole class activities within and away from the classroom/school, such as PE, swimming, educational visits.
20. 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.
21. Attend and participate in relevant meetings as required, including weekly staff meetings.
22. Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom.
23. Any other duties and responsibilities within the range of the salary grade.

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

PERSON SPECIFICATION

<p>Knowledge</p>	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of national curriculum and other relevant learning programmes • To understand the principles of child development and learning processes and in particular, barriers to learning • Full understanding of the range of support services and providers
<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • Ability to plan effective actions for pupils at risk of underachieving • Ability to self evaluate learning needs • Ability to relate well to children and adults • Ability to work constructively as part of a team • Ability to utilise ICT effectively to support learning
<p>Experience</p>	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general/specific special needs
<p>Educational</p>	<ul style="list-style-type: none"> • Excellent Literacy and Numeracy skills, educated to degree level preferred (at least GCSE Grade C / equivalent or above) • NVQ 3 / HLTA qualification for Teaching Assistants or equivalent qualification or relevant experience • Training in relevant strategies e.g. English and/or in a particular curriculum/learning area e.g. ICT, Maths • Meet Higher Level Teaching Assistant standards as established by the relevant professional standards.

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.