

JOHN GULSON
PRIMARY SCHOOL

TEACHING ASSISTANT
September 2026

CANDIDATE PACK



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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 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

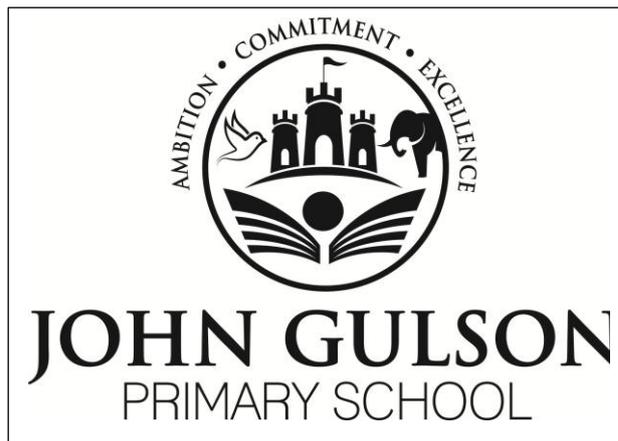
Y2 – 84

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 Watson	Headteacher
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 / MRS. S RASHID

**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.

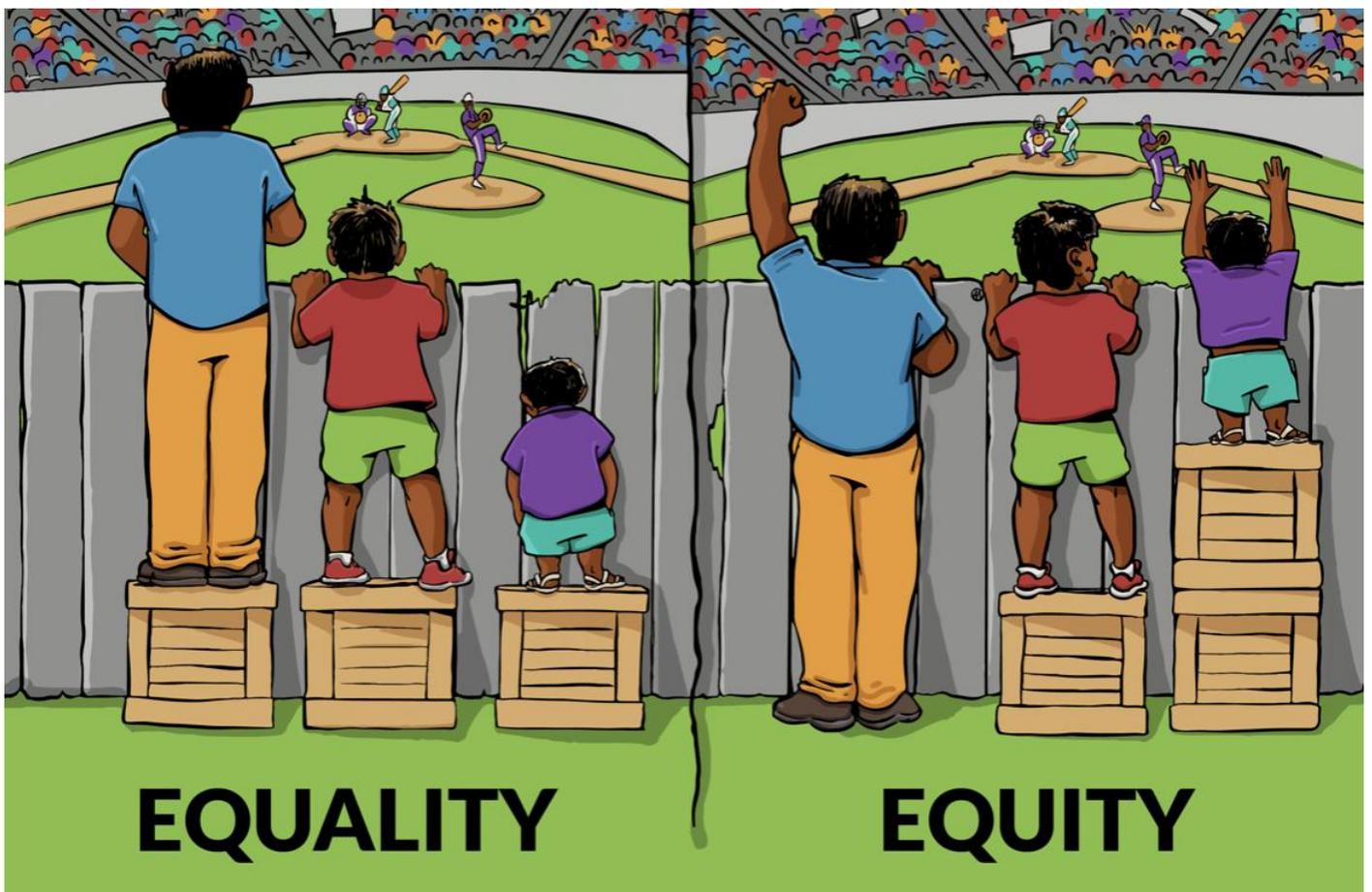
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



Teaching Assistant (Key Stage 1)

Full Time, Permanent Position

School: John Gulson Primary School

Location: Coventry

Start Date: September 2026

John Gulson Primary School is a vibrant, inclusive and ambitious school at the heart of the Coventry community. We are committed to providing a nurturing environment where every child can thrive academically, socially and emotionally.

We are seeking to appoint a dedicated and enthusiastic **Teaching Assistant** to join our team, working primarily within **Key Stage 1**. This is an exciting opportunity for someone who is passionate about supporting young children's learning and development, particularly through **continuous provision and EYFS-informed practice**.

Key Responsibilities

- Support teaching and learning within a Key Stage 1 classroom
- Lead small group interventions and provide **1:1 support** for pupils
- Engage pupils in high-quality learning experiences **indoors and outdoors daily**
- Work collaboratively with the class teacher to plan and deliver engaging provision
- Support children's development through play-based and structured learning
- Contribute to assessment, observation and recording of pupil progress
- Help maintain a safe, stimulating and inclusive learning environment

Essential Requirements

- Experience or strong knowledge of **continuous provision and EYFS practice**
- **GCSE Maths and English at Grade C/4 or above (or equivalent)**
- **A high standard of spoken and written English**
- Ability to build positive relationships with children, staff and families
- A proactive, flexible and supportive approach to teamwork
- Commitment to safeguarding and promoting the welfare of children

Working Hours

- Monday, Tuesday, Thursday, Friday: **8:30am – 4:00pm**
- Wednesday: **8:30am – 4:30pm**
- Friday: **8:30am – 3:30pm**

What We Offer

- A welcoming, supportive and inclusive school community
- Opportunities for professional development and training
- A committed and collaborative staff team
- Engaged and enthusiastic pupils

Safeguarding Statement

John Gulson Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

This post is subject to:

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:

An online Search

If shortlisted we will carry out an online search.

Reference request

All applicants will be required to provide two suitable references.

Enhanced DBS check

Visits to the school are warmly invited. We will be leading tours on the following days:

Tuesday 14th April 2026 at 9am OR

Friday 17th April 2026 at 3:30pm

Please contact the school office on 02476 227791 to book.

Closing Date: 24 April 2026

Interview Date: 29 April 2026

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/Core 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 style="text-align: center;">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 • EYFS knowledge / continuous provision knowledge.
<p style="text-align: center;">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 style="text-align: center;">Experience</p>	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general/specific special needs
<p style="text-align: center;">Educational</p>	<ul style="list-style-type: none"> • Excellent Literacy and Numeracy skills, educated to degree level preferred (GCSE English and Maths Grade 4 / C and a high level of spoken and written English • NVQ 3 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 •

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 one day block (per fortnight) 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 staff 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.