

JOHN GULSON
PRIMARY SCHOOL

Grade 3 SEND Teaching Assistant
January 2025
2 days per week (Thursdays and Fridays)

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 2024-2025	
8. Equality and Inclusion	
9. SEND Teaching Assistant Advert.....	
10. SEND Teaching Assistant Job Description	
11. SEND Teaching Assistant Person Specification	
12. Staff Wellbeing	
13. Professional Development	

WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of SEND Teaching Assistant at John Gulson Primary School. I hope this candidate pack will give you information and insight into our school and the community we serve.

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

Our mission is to ensure that all members of the school community has passionate ambition and commitment to learning; we recognise the uniqueness of every individual in the pursuit of excellence. Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

We are a friendly, caring school with high expectations for all our pupils and a strong commitment to the mental health and wellbeing of all within our community. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued.

Mrs V Watson

Welcome from the Head of Teaching, Learning and Curriculum and the Head of Safeguarding, SEND, Behaviour and Pastoral Care



Ms M Johnson

Head of Teaching, Learning
and Curriculum

At John Gulson we pride ourselves on our demonstrating our values through our conduct, through our curriculum and how we support each other. We want to create an environment where our children receive the best education in a nurturing environment. My role in school is to help develop staff to be the best that they can be in providing a high-quality provision to our pupils. I also support subject leaders in developing an exciting, tailored curriculum and improving their own skills as leaders.

Working at John Gulson will mean that you will receive excellent CPD and the opportunity to further your own career with access to bespoke training. You will also be able to work collaboratively with your own and the wider team. We are a supportive workplace that values you as an individual and are also committed to ensuring that wellness for all is a priority.

We are in an exciting period of transition of creating a school that we are all proud to be a part of and you have the chance to be a part of that journey.



**Mrs S Webberley-
Holmes**

Head of Safeguarding,
SEND, Behaviour and
Pastoral Care

My name is Suzanne Webberley Holmes and my role in school is Head of Safeguarding, SEND, Behaviour and Pastoral Care. I have worked in the school for a number of years in different roles and took up this new post in April 2021. I am a qualified SENDCO and recently achieved my NPQH qualification. My role centres around supporting children and families, in particular those with additional vulnerabilities, to access high quality provision which meets their needs and also ensure any additional needs are met. Safeguarding is of the highest importance at our school and is at the heart of all we do in school and is central to all of my role. Part of my role is to lead on behaviour and we work hard at school to ensure our approach is built around relationships and good choices. I lead a team of pastoral staff and oversee our nurture provision and EAL provision. The children and families and staff at John Gulson are a joy to work alongside.



JOHN GULSON PRIMARY SCHOOL

MISSION STATEMENT

John Gulson Primary School reflects passionate ambition and commitment to learning and we recognise the uniqueness of every individual in the pursuit of excellence.

VISION

Our mission is driven by our desire to offer the best education for our pupils in partnership with parents, carers, Governors and the wider community. We believe our approach will inspire a love of learning and unlock the talents that lie within all of our children, preparing them to be kind, happy, successful and responsible citizens of the future.

VALUES



SCHOOL CONTEXT

John Gulson Primary School is a 2FE school, 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 – 77

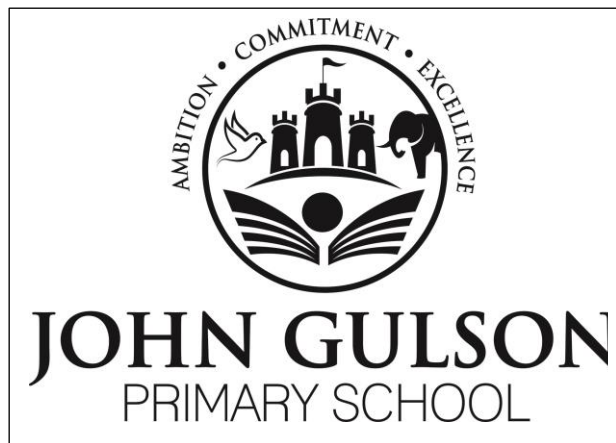
Y2 – 60

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.

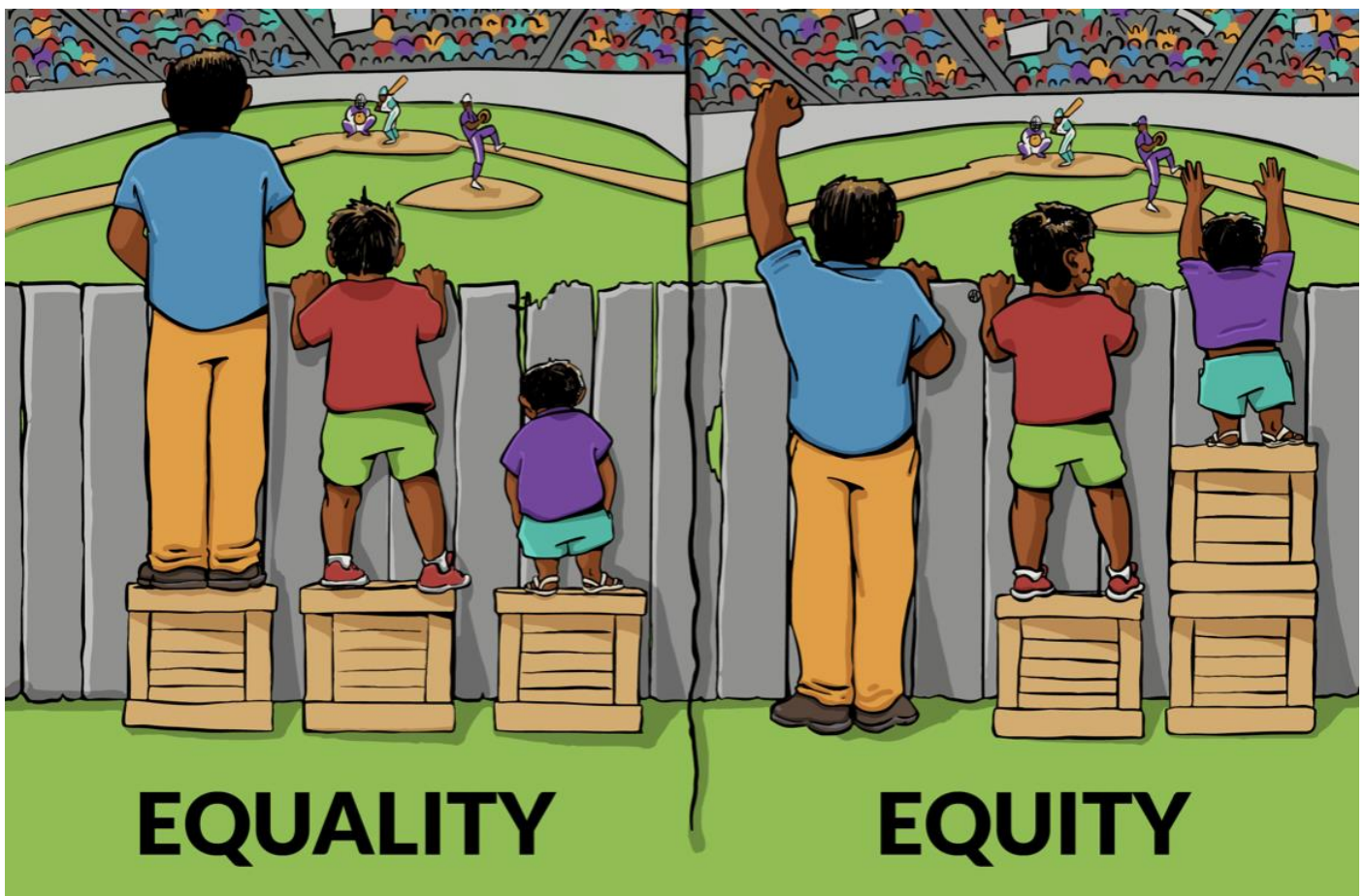
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



SEND Teaching Assistant (Grade 3)

Part-time (Term Time Only) – Thursday and Fridays (8:30am – 4pm)

Required January 2025

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

We are looking for an enthusiastic and well-organised SEND teaching assistant to join our journey from January 2025, to support teachers and children in our SEND provision (Nestlings) for EYFS and KS1 children.

The successful candidate will:

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

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

In return we offer:

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

**Visits to the school are encouraged. The Headteacher will be offering tours of the school on:
Monday 25th November at 8am OR
Thursday 28th November at 3:45pm
Please contact the school office on 02476 227791 to book on to one of these.**

CLOSING DATE: Tuesday 3rd December 2024

Interviews will be held on Wednesday 11th December 2024

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure Barring Service.

This School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Safeguarding

Following recommendations from Keeping Children Safe in Education (KCSIE) for an additional pre-employment check with effect 1 Sept 22, please note, an online search may form part of this recruitment process. Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS.

References

All applicants will be required to provide two suitable references.

Job Description

SEND Teaching Assistant – Grade 3 – To work specifically in a small SEND base in mainstream Primary

Duties and responsibilities

Supporting pupils

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

Teaching and learning

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

Working with staff, parents/carers and relevant professionals

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

Professional development

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

Other areas of responsibility

Safeguarding

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

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

Person specification

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

STAFF WELL-BEING

At John Gulson Primary School, staff well-being is central to who we are and what we do. Staff well-being comes in various guises; we are robust in ensuring that our approach to well-being is not tokenistic but rather has demonstrable impact of the working lives of all staff within our care.

We have 3 policies bespoke to staff well-being:

1. Staff Well-Being Policy;
2. Menopause Policy;
3. Staff Domestic Abuse Policy.

On a practical, day-to-day basis you can expect:

1. Joint PPA with your year group colleague in a half-day block to encourage collaborative thinking and support. This can be taken on- OR off-site;
2. A commitment to reducing unnecessary workload;
3. One INSET day per year dedicated to well-being;
4. One staff meeting per term dedicated to staff well-being;
5. Access to counselling via the Promoting Health at Work process;
6. A supportive SLT with an open door policy;
7. 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 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.