

**JOHN GULSON**  
PRIMARY SCHOOL

**Nurture Practitioner (HLTA)**  
**June 2024**

**CANDIDATE PACK**



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# WELCOME FROM THE HEADTEACHER



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

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

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

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

Ms. V Sumner

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



**Ms M Johnson**

Head of Teaching, Learning  
and Curriculum

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

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

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



**Mrs S Webberley-  
Holmes**

Head of Safeguarding,  
SEND, Behaviour and  
Pastoral Care

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



# JOHN GULSON PRIMARY SCHOOL

## MISSION STATEMENT

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

## VISION

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

## VALUES





# SCHOOL CONTEXT

John Gulson Primary School is a 2FE school. We have a 36-place morning Nursery provision. We are based within an area of high deprivation in central Coventry (Foleshill). The school ranks amongst the top 20% in terms of deprivation (idaci 0.36). There are high levels of mobility within the school. At our recent OFSTED inspection (March 2022), we were praised for the progress we had made towards significant school improvement. Despite being graded by the LA in early 2020, we got 'Good' in all areas with the exception of Quality of Education; this was identified as RI but with targets being to keep doing what we are doing!

Currently, numbers in each year group as follows:

Nursery: 36

Reception: 62

Year 1: 60

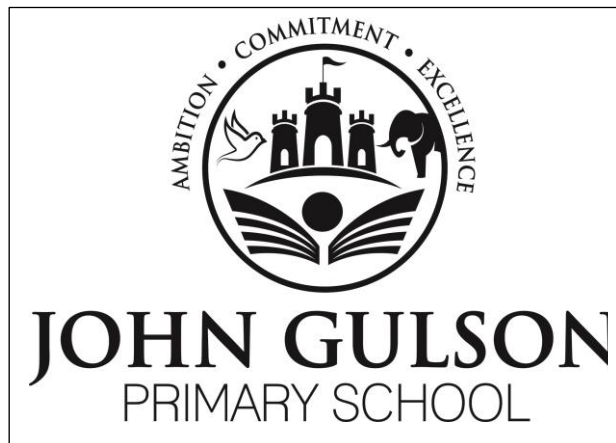
Year 2: 60

Year 3: 62

Year 4: 62

Year 5: 60

Year 6: 60



35% of pupils are disadvantaged (compared to 20.8% nationally).

75% of pupils have English as an additional language (compared to 19.3% nationally).

14.71% of pupils have SEND - 0.85% EHCP and 13.86% SEND support (compared to EHC 3.7% and SEND Support 12.25% nationally).

The ethnic backgrounds of our pupils are:

- Bangladeshi 11.7%
- Black African 9.6%
- Black Caribbean 0.4%
- Gypsy Roma 2.8%
- Indian 11.7%
- White and Asian 2.1%
- Pakistani 23.7%
- White British 6.0%
- White and Black Caribbean 0.9%
- Roma 0.2%
- White and Black African 0.2%
- Other Asian 16.2%
- Other Black 0.2%
- Other Ethnic 3.8%
- Other Mixed 2.3%
- Other White 5.8%

Attendance for the Autumn term 2023 was just over 93%; punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

# GOVERNANCE

Name:	Role:
Jane Friswell	Chair of Governors
Kerry Webb	Vice-Chair of Governors
Victoria Sumner	Headteacher
Tuhin Ahmed	Parent Governor
Azhar Minhas	Parent Governor
Val Baker	Co-opted Governor
Fiona Atherton	Co-opted Governor
Dani Sheldon	Staff Governor
Shaun Bent	Co-opted Governor
Val Baker	Co-opted Governor
Richard Law	Co-opted Governor

# STAFF STRUCTURE 2023-2024

## Executive Leadership Team

<b>Headteacher</b> Ms. V Sumner		
<b>Head of Teaching, Learning and Curriculum</b> Ms. M Johnson	<b>School Business Manager</b> Mrs. L Davis	<b>Head of Safeguarding, SEND, Behaviour and Pastoral Care</b> Ms. S Webberley-Holmes

## Senior Leadership Team

<b>Deputy Head of SEND and Behaviour</b> Mrs P Nash	<b>Deputy Head of Teaching and Learning</b> Mrs. V Green	<b>Deputy Head of Curriculum</b> Miss. H Cartwright
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## ROLES AND RESPONSIBILITIES

<b>SPORT</b> MR. S NASH	<b>ART</b> MS. M JOHNSON	<b>MFL</b> MS. M JOHNSON
<b>MUSIC</b> MISS. S GUMMERY	<b>PSHE/RHE</b> MS. V SUMNER	<b>DESIGN TECHNOLOGY</b> MRS. G COSTELLO
<b>HUMANITIES</b> MRS. W PROUD	<b>SCIENCE</b> MRS. J NEWTON	

## OFFICE AND ADMIN TEAM

<b>Assistant Business Manager</b> Miss. T Hine	<b>Clerical Assistant</b> Miss. C Bannion	<b>Office Admin Lead</b> Mrs. J Goldsmith
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## PASTORAL, NURTURE AND INCLUSION TEAM

<b>FAMILY SUPPORT WORKER</b> MR. M SHEBL	<b>KS1 LEARNING MENTORS</b> MISS L SIMPSON / MRS. S KUBRA	<b>KS2 LEARNING MENTOR</b> MR. J-P MBARUSHIMANA
<b>HLTA MANAGER: NEWLY ARRIVED LANGUAGE ACQUISITION / PPA / SCHOOL COUNCIL</b> MRS. B JANDU	<b>TRAINEE SCHOOL COUNSELLOR</b> MISS. L SIMPSON	<b>SALT</b> MRS. N CHHOKAR
<b>NURTURE</b> MRS. A KHADIR	<b>NURTURE</b> MR. J ROWSTRON	<b>NURTURE</b> MRS. S RASHID



**HLTAs**

MRS. R ADAMJEE  
MRS. S HUSSAIN

MR. J ROWSTROM  
MRS. K RIAT  
MRS. F KHALIFA

**HLTAs**

MRS. R ADAMJEE  
MRS. S HUSSAIN

MR. J ROWSTROM  
MRS. K RIAT  
MRS. F KHALIFA

# SCHOOL IMPROVEMENT TARGETS 2023-2024

## **Key Priority 1: QUALITY OF EDUCATION OBJECTIVES**

Refine and strengthen teaching and learning (through a focused approach using research and development of expertise), leading to better R/W/M and combined outcomes for all groups of children (noted in progress & attainment measures) to close the gap with or meet national average data.

## **Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES**

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

## **Key Priority 3: PERSONAL DEVELOPMENT OBJECTIVES**

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.
- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils( including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

## **Key Priority 4: LEADERSHIP AND MANAGEMENT OBJECTIVES**

- New SLT / Middle leaders / subject leaders have full knowledge, understanding and accountability of/for their area of responsibility and/or subject area. As a result, standards for all children are high and outcomes for all children improve in both core and foundation subjects.
- There is a robust succession plan in place to ensure that standards and expectations at JGPS always remain high.
- Senior and middle leaders provide high quality CPD for all staff (inc. ECTs), leading to consistently good or better teaching and learning. There is no requires improvement teaching at JGPS. Outcomes for all children improve as a result.
- Governors make termly visits to school to review their area of responsibility (linked to the SIP). As a result, Governors have a detailed knowledge and understanding of school priorities and progress towards these.

## **KEY PRIORITY 5: EYFS OBJECTIVES**

- To improve the Quality of Education in Early Years Foundation Stage to Outstanding.
- To improve EYFS outcomes from 67% to above national average (2023).

# EQUALITY AND INCLUSION

## EQUALITY STATEMENT

**All pupils and members of staff at John Gulson Primary School Primary School are provided with opportunities to fulfil their potential without discrimination of any kind, as referenced in the protected characteristics of the Equality Act 2010.**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**The above applies to adults and children alike.**

At John Gulson Primary School, we two assemblies per week are based upon teaching about the protected characteristics; this is done via the sharing of high-quality, age-appropriate texts.

Our school improvement plan identifies how we will ensure that we have an explicit focus upon equality for each of our objectives.

## INCLUSION

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider **every teacher to be a teacher of every child**, including those with special educational needs and disabilities.

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

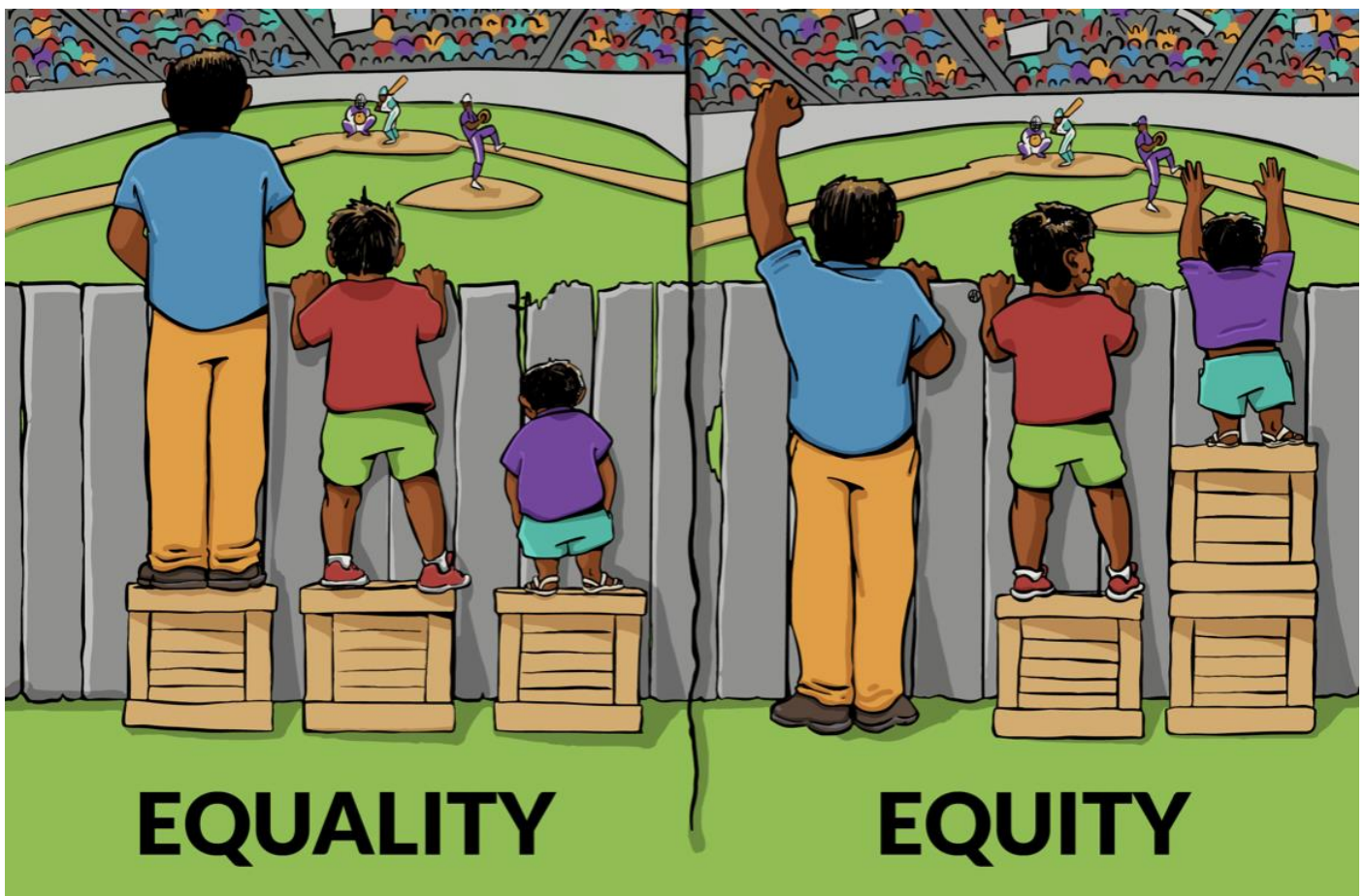
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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

To achieve this we will:

1. Strive to establish a fully inclusive school, eliminate all prejudice and discrimination and create an environment where all children can be happy, progress and feel safe.

2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Working in close partnership with parents to achieve these aims, we are committed to parents participating as fully as possible in decision making and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.



## **NURTURE PRACTITIONER**

**HLTA**

**FULL TIME (35 hours per week)**

**Required June 2024 (or September 2024 for the right candidate)**

Are you looking to join an innovative school, on their amazing journey and make a real difference to children and their families? Are you passionate about your own career development? If so, then we would welcome your application!

The Headteacher and Governing Body are seeking to appoint a kind, caring, patient and relationships driven experienced nurture practitioner to join our team and work alongside our Head of Pastoral Care to develop a new nurture base. We are looking for someone who can deliver consistently high-quality lessons and nurture, developing an inspiring learning environment where all children achieve their potential.

### **You will:**

- Create a safe base in nurture provision where children can be supported with both Social, emotional, mental health and learning needs and academic outcomes.
- Support the Head of SEND, Safeguarding, Behaviour and Pastoral care and the Deputy Head of SEND and Behaviour to develop an effective nurture provision at John Gulson Primary School
- Have accountability for the progress of children within the nurture programme
- Support the development of nurture principles across the school.
- Ensure that mental health and well-being of all is central to your approach to all provision
- Have knowledge and understanding of nurture provision (including the principles of nurture)

### **We can offer:**

- Kind, caring, hard-working and motivated children;
- Friendly, supportive and motivated staff team who are committed to improvement;
- Positive working environment with a proactive commitment to staff wellbeing and school values demonstrated at all times;
- A school on a journey of ongoing improvement and development;
- Full commitment to ongoing professional development opportunities where you can access NPQs or access funding towards qualifications such as a Masters Degree.

### **How to apply**

Further details and application forms can be obtained by contacting Mrs Davis (School Business Manager) on [l.davis@johngulson.coventry.sch.uk](mailto:l.davis@johngulson.coventry.sch.uk)

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

Tours of the school available on: **Monday 18<sup>th</sup> March 2024 at 4pm**  
**Thursday 11<sup>th</sup> April 2024 at 8:30am**

**Closing Date: Monday 15<sup>th</sup> April 2024 at 9am**

**Interviews: Thursday 18<sup>th</sup> April 2024**

**Safeguarding**

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

**References**

All applicants will be required to provide two suitable references.



# JOB DESCRIPTION

## Employment details

Job title:	Nurture Practitioner
Reports to (job title):	Head of SSB&PC
Hours of work:	Full time (35 hours)
Location:	John Gulson Primary School
Level and scale point:	HLTA G4

## Main duties/responsibilities

### Core Purpose

To provide part-time Nurture Group provision for identified pupils.

To create a safe base in nurture provision where children can be supported with both social, emotional, mental health and learning needs and academic outcomes.

To support the Head of SEND, Safeguarding, Behaviour and Pastoral care and the Deputy Head of SEND and Behaviour to develop an effective nurture provision at John Gulson Primary School

To have accountability for the progress of children within the nurture programme

Support the development of nurture principles across the school.

### General duties & responsibilities

To have responsibility for teaching and assessment within the Nurture Group

### Knowledge and Understanding

Have knowledge of and keep up to date with the requirements of the National Curriculum (including EYFS)

Have knowledge and understanding of nurture provision and nurture principles

Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.

Be familiar with current Health and Safety and Safeguarding policies.

Be familiar with the Code of Practice and identification, assessment and support of pupils with Special Educational Needs

Plan and deliver a teaching programme for all children. This is to provide a carefully structured routine for the mornings teaching and learning, where there is a balance of learning and teaching, together with the development of social skills.

Provide clear structures for learning and series of learning opportunities, which maintain pace, motivation and challenge, bearing in mind the individual needs of each child.

Make effective use of assessment information and pupil attainment and progress in planning future lessons.

Ensure effective teaching of groups and individuals, establishing high expectations for behaviour and attainment so that teaching objectives are met.

Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.

Use a variety of teaching and learning styles to keep all pupils engaged.

Use appropriate adaptations and scaffold to ensure access to learning and progress.

Assess and record each pupil's progress systematically, including entry and exit profiles into the Nurture Group.

To keep daily individual records of the children's progress towards intended outcomes.

To discuss the children regularly with other professionals involved.

To actively work in partnership with parents in the development of their children's social and emotional health, well-being and academic outcomes.

To liaise with the child's class teacher and SENCO and to attend regular reviews under the Code of Practice.

Have experience of working with children with SEND needs and a sound understanding of SEMH (Social, emotional and mental health) needs.

Support transition between nurture provision and the main classroom daily and when children return full time to main school teaching.

### **Other Professional requirements**

Establish and maintain effective working relationships with professional colleagues and parents.

Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

Be willing to develop skills in line with the schools aims for a successful nurture provision.

Undertake an annual performance review with the Head of SSB&PC

Work effectively with other agencies in-line with school policy

**You 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
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• HLTA qualification (or equivalent)</li> <li>• English and Maths GCSE C or better</li> <li>• Evidence of a commitment to professional development</li> </ul>	Additional professional qualifications such as Nurture practitioner.
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working as part of a team</li> <li>• Supporting children across different age groups in a primary school</li> <li>• supporting children with social and emotional difficulties</li> <li>• working with children with SEND</li> <li>• statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN, Safeguarding and Child Protection;</li> </ul>	<p>Experience of working within a nurture provision</p> <p>Evidence of a commitment to continued professional development particularly within the SEND field.</p>
<b>Skills and attributes</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills, including an appreciation of the importance of confidentiality and the ability to listen to and respond sensitively to both adults and children.</li> <li>• An understanding of how to remove and lessen barriers to learning.</li> <li>• A commitment to embedding the principles of nurture in all aspects of work.</li> <li>• The ability to communicate effectively with parents/carers and other stake holders.</li> <li>• An ability to motivate people and keep morale high.</li> <li>• A calm approach and a positive attitude to behaviour management</li> <li>• A positive attitude to challenge and change</li> <li>• Clear communication at all levels</li> <li>• To meet the requirements of an enhanced DBS check to ensure suitability for work with children.</li> </ul>	
<b>Personal characteristics and abilities</b>	<ul style="list-style-type: none"> <li>• Kind, caring, respectful</li> <li>• Endorses a 'growth mindset' in all areas of professional life</li> <li>• Committed team player that is underpinned by values of the school</li> <li>• Shows willingness to contribute to the whole school community, in and out of the classroom</li> <li>• Flexible and adaptable</li> <li>• Organised and able to prioritise, meeting all deadlines</li> <li>• Energetic and positive</li> <li>• Ambitious for self and pupils</li> <li>• Good sense of humour</li> <li>• Committed to improving own practice</li> </ul>	

<b>Special requirements</b>	<ul style="list-style-type: none"><li>• An enhanced DBS check is required</li></ul>	
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# STAFF WELL-BEING

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

We have 3 policies bespoke to staff well-being:

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

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

1. Joint PPA with your year group colleague in a half-day block to encourage collaborative thinking and support. This can be taken on- OR off-site;
2. A commitment to reducing unnecessary workload;
3. One INSET day per year dedicated to well-being;
4. One staff meeting per term dedicated to staff well-being;
5. Access to counselling via the Promoting Health at Work process;
6. A supportive SLT with an open door policy;
7. Access to fitness class once per week;
8. Ongoing commitment to professional development, ranging from developing classroom practice to developing yourself via higher education or completion of a NPQ;
9. A real commitment to work-life balance.
10. We have 7 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 ongoing training bespoke to your role in school;
4. Access to networking via our involvement with the Compass network within Coventry;
5. A developing peer support system;
6. 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.

