

JOHN GULSON
PRIMARY SCHOOL

SEND TEACHING ASSISTANT 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 2022-2023	
8. Equality and Inclusion	
9. SEND TA Advert.....	
10. SEND TA Job Description	
11. SEND TA 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 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 am currently undertaking 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 larger than average primary (2 forms of entry in Years R-5 and 3 forms of entry in Year 6. 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: 60

Year 1: 60

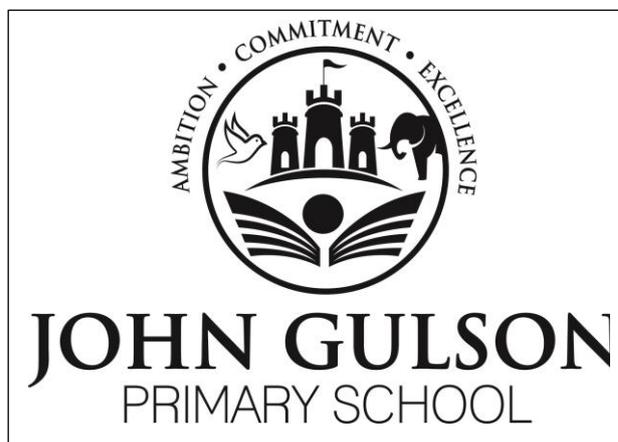
Year 2: 60

Year 3: 60

Year 4: 62

Year 5: 60

Year 6: 85



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 - 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 figures for the 2021-2022 were 93.9%; punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

GOVERNANCE



Jane Friswell
Chair - LA Governor



Vicki Sumner
Headteacher



Kerry Webb
Vice Chair - Co-opted Governor



Tuhin Ahmed
Parent Governor



Azhar Minhas
Parent Governor



Dani Sheldon
Staff Governor



Fiona Atherton



Shaun Bent

STAFF STRUCTURE 2022-2023

SENIOR LEADERSHIP TEAM

HEADTEACHER MS. V SUMNER		
HEAD OF TEACHING, LEARNING AND CURRICULUM MS. M JOHNSON	SCHOOL BUSINESS MANAGER MISS T HINE	HEAD OF SAFEGUARDING, SEND, BEHAVIOUR AND PASTORAL CARE MRS. S WEBBERLEY-HOLMES

MIDDLE LEADERS

DEPUTY SENDCO and PHASE LEADER Years 5&6 MRS. P NASH	PHASE LEADER Years 3 & 4 COMPUTING/STEM AND MATHS LEAD MISS. H CARTWRIGHT	PHASE LEADER Years 1 & 2 MRS. W PROUD
PHASE LEADER EYFS <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Vacancy</div>	HUMANITIES (RE, GEOGRAPHY, HISTORY) LEAD MR. C ALLIE	ENGLISH LEAD MISS. D SHELDON

4

ROLES AND RESPONSIBILITIES

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



PASTORAL, NURTURE AND INCLUSION TEAM

FAMILY SUPPORT WORKER MR. M SHEBL	KS1 LEARNING MENTORS MISS L SIMPSON / MRS. S KUBRA	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 MRS. N CHHOKAR
NURTURE MRS. A KHADIR	NURTURE MR. J ROWSTRON	NURTURE MRS. S RASHID

HLTAs

MRS. R ADAMJEE MRS. S HUSSAIN MRS. S BEGUM	MR. J ROWSTROM MRS. K RIAT MRS. F KHALIFA
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TAs

MRS. F BHAYAT MRS. A KHALIFA MRS. A MANGARIA	MRS. M KAUR MRS. K PATEL MRS. A DAS MRS. N HUNJAN	MRS. A CHOUDHURY MISS. A KOLA MRS. R MOOSAGEE MRS. S MOOSAGEE
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SCHOOL IMPROVEMENT TARGETS 2022-2023

Key Priority 1: QUALITY OF EDUCATION OBJECTIVES 2022-2023

1. All children will receive a good or better education.
2. All children receive a full and ambitious curriculum that is planned and designed to meet the needs of all learners within our community.
3. Develop and embed an effective whole school approach to oracy

Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES 2022-2023

- 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 2022-2023

1. 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.
2. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
3. 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
4. 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 2022-2023

1. Middle leaders have full knowledge, understanding and accountability of/for their subject area. As a result, standards for all children are high and outcomes for all children improve.
2. Senior and middle leaders provide high quality CPD for all staff (inc. ECTs), leading to consistently good or better teaching and learning. Outcomes for all children improve as a result.
3. 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 2022-2023

1. To improve the Quality of Education in Early Years Foundation Stage to Outstanding.
2. To improve EYFS outcomes from 65% to above national average (2022).

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.

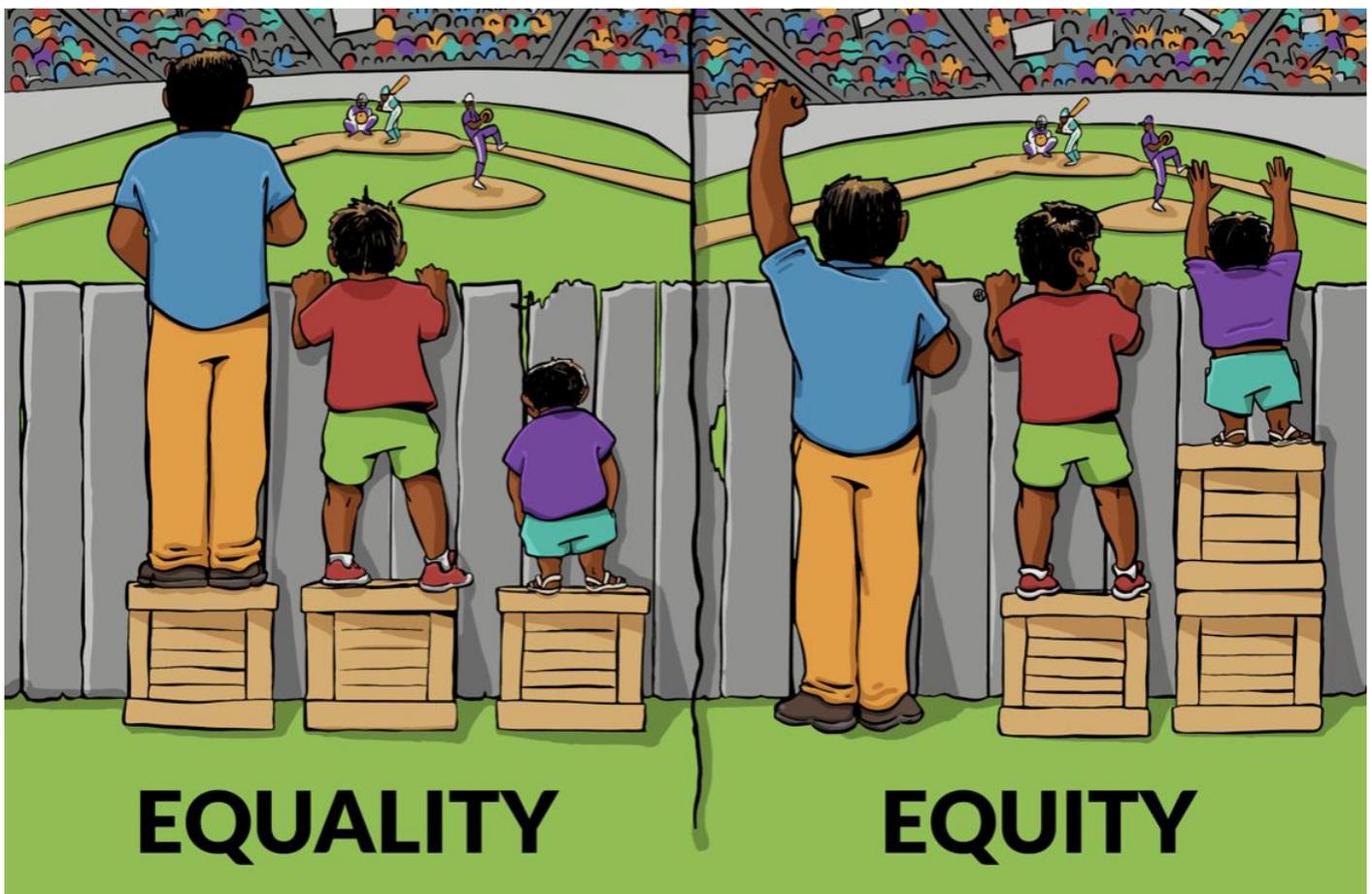
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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 – EYFS

Starting date: As soon as possible

Salary: Grade 3 (£21,189 - £22,369 pro-rated)

Hours: 33.5 hours per week (8:30am – 3:30pm Monday, Tuesday, Thursday and Friday / 8:30am – 4:30pm Wednesday)

Contract type: full-time – fixed term for a year (in the first instance)

Reporting to: Headteacher and Head of SEND, Safeguarding Behaviour and Pastoral Care

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

All pupils and members of staff at John Gulson 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.

This is an exciting opportunity for an experienced teaching assistant with a SEND background / specialism to work alongside colleagues in our newly formed SEND support nurture provision for EYFS. This provision is already having great success for the children who access it, and we now want to increase and expand this provision. We are looking for a candidate who is inclusive in all they do and has the passion and drive to achieve the best results for all children.

Main purpose

To provide learning and care support for pupils with special educational needs (SEND). This role will be based in our nurture-based provision ('Nestlings') for EYFS children. This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions and meeting their SEND needs to support them to achieve well in school.

Duties and responsibilities

Supporting pupils with additional needs and disabilities, with our school values always at the heart

Teaching and learning - supporting the planning process and ensuring delivery of the provision is of the highest quality.

Working with staff, parents/carers and relevant professionals, with mutual respect, commitment and dedication to improve the life chances of all children at the core

An ongoing commitment to your own Professional development

Safeguarding knowledge adherence to Keeping Children Safe in Education 2022 and the PREVENT duty.

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
- Core values at the heart of every decision

Further information about John Gulson Primary School is available on the school website:
www.johngulson.coventry.sch.uk

If you would like to discuss the post further, you can contact the Head of SEND, Mrs. S Webberley-Holmes,
via the school office (02476 227791).

How to apply

Further details and application packs can be obtained by contacting Mrs S Webberley-Holmes at
s.webberley@johngulson.coventry.sch.uk

Completed application forms should be returned to Mrs S Webberley-Holmes at the address
above.

CLOSING DATE: Monday 6th June 2023
Interviews for shortlisted candidates: TBC

Informal visits are encouraged. We are offering tours of the school on:

Monday 22nd May, at 3:30pm OR
Tuesday 23rd May, at 3:30pm OR
Wednesday 24th May, at 3:30pm OR
Thursday 25th May, at 3:30pm OR
Friday 26th May, at 3:30pm

Please call the School Office to book a place on: 02476 227791

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:

Checks

enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.

References

All applicants will be required to provide two suitable references.

Job Description

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

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 (SEN) • Experience planning and delivering learning activities. • Experience of working with Autistic children
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 WELLBEING

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. Within the EYFS Lead role, you would also have bespoke support from EYFS consultants and a Phonics consultant.

10 Things Teachers Want for Professional Development

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- 1 Teachers want a voice and a choice in the P.D. offered.
 - 2 Teachers want P.D. that is relevant for their students.
 - 3 Teachers want P.D. that they can use right away.
 - 4 Teachers want P.D. that is conducted by professionals with classroom experience.
 - 5 Teachers want P.D. that is innovative and creative.
 - 6 Teachers want P.D. that makes them better teachers.
 - 7 Teachers want P.D. that is practical, not theoretical.
 - 8 Teachers want P.D. that allows them to collaborate and speak honestly.
 - 9 Teachers want P.D. that will be relevant for a long time.
 - 10 Teachers want admin to attend and to participate in the P.D. sessions.

@sylviaaduckworth