

JOHN GULSON
PRIMARY SCHOOL

Clerical Assistant
May 2022

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of Midday Cleaner 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-4 and 3 forms of entry in Years 5 & 6 - although numbers are below 90 in both year groups) and a 36-place morning Nursery provision, within an area of high deprivation in central Coventry (Foleshill). The school ranks amongst the top 20% in terms of deprivation (idaci 0.36). Within the last 18 months, the school has capped entry to 2FE due to a decreasing birth rate in Coventry and falling numbers on roll. There are high levels of mobility within the school. During the 2020-21 academic year, 84 children joined us and 87 left.

Currently, numbers in each year group as follows:

Nursery: 27

Reception: 59

Year 1: 59

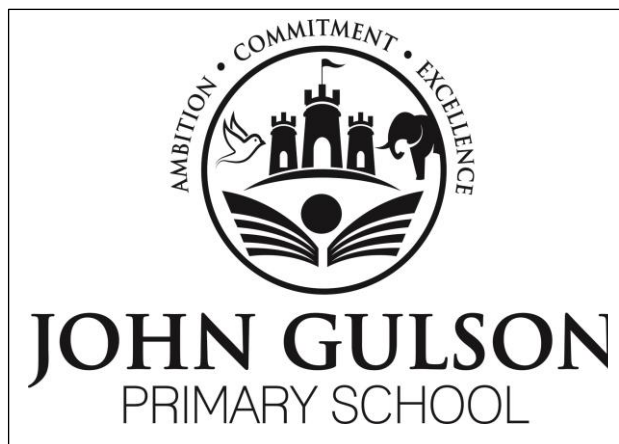
Year 2: 59

Year 3: 57

Year 4: 59

Year 5: 68

Year 6: 81



31.7% of pupils are disadvantaged (compared to 20.8% nationally).

69.3% 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).

We have 5 children who are LAC - this constitutes 1.07% of the school population.

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 Autumn term 2021 were 93.9%; in the 2020-2021 academic year attendance was 91.7% (including Nursery) and 92.5% excluding Nursery. Punctuality is improving and processes to tackle absenteeism and poor punctuality are robust.

John Gulson Primary School has been through a prolonged period of upheaval and uncertainty. Following the previous OFSTED inspection, two full reviews were completed by the Local Authority during 2019-2020: a) Teaching and Learning b) Leadership and Management. Both aspects were judged to be inadequate. The school went into national lockdown in March 2020. The new Headteacher commenced her post in September 2020. Following 2 weeks of internal reviews, the new Headteacher and Local Authority felt the school was in the category of 'Inadequate'.

From September 2020, a detailed School Improvement Plan was developed based on the findings from the initial review by the new HT. A full staffing restructure commenced on 21st September 2020 and concluded on 13th May 2021. This process reviewed leadership structure, numbers of class-based support staff and capacity within the pastoral team and the admin team. The budget set for the April 2021-22 financial year and the 3-year projection now has balanced budgets with small reserves; this takes into account the redundancy and pension strain costs following the restructure. There has been significant staff turnover related to the restructure. The full new team and staffing structure was implemented in September 2021. The school is now on a rapid journey of improvement and significant progress has already been made in the 2020-21 academic year. Staff are motivated and supported and their wellbeing is paramount. Expectations are high and children are at the centre of every decision, with our values and curriculum drivers used to effect change.

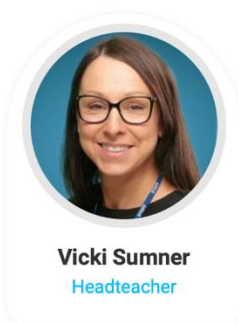
Our last OFSTED inspection took place in March 22 – the report is awaiting publication.

The school is part of the 'Compass' local network of schools.

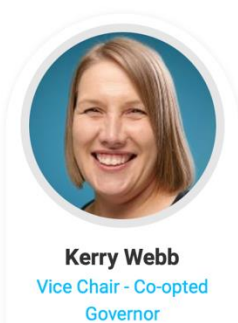
GOVERNANCE



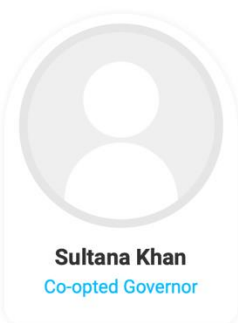
Jane Friswell
Chair - LA Governor



Vicki Sumner
Headteacher



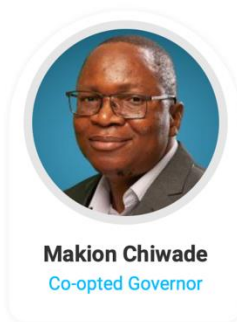
Kerry Webb
Vice Chair - Co-opted
Governor



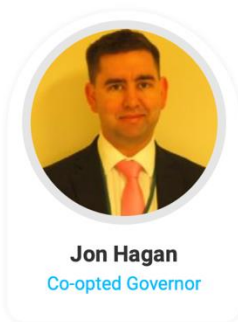
Sultana Khan
Co-opted Governor



Rita Harrison
Co-opted Governor



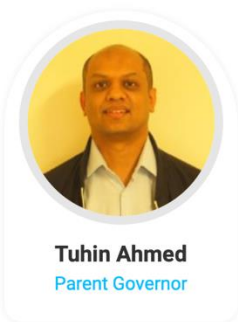
Makion Chiwade
Co-opted Governor



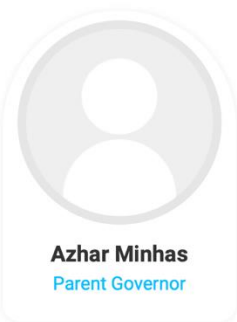
Jon Hagan
Co-opted Governor



Kit Barry
Staff Governor



Tuhin Ahmed
Parent Governor



Azhar Minhas
Parent Governor

Quality and Standards Committee

Members

Tuhin Ahmed

Kit Barry

Jane Friswell

Jonathan Hagan

Rita Harrison

Kirsty Russell

Vicki Sumner

Kerry Webb

Resource Management Committee

Members

Tuhin Ahmed

Makion Chiwade

Jane Friswell

Jonathan Hagan

Kirsty Russell

Vicki Sumner

Kerry Webb

STAFF STRUCTURE

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

SENIOR MANAGEMENT TEAM

DEPUTY SENDCO

MRS. P NASH

WHOLE SCHOOL READING (inc. Phonics)

MISS. D SHELDON

SLE – TALK 4 WRITING

MRS. V GREEN

MATHS LEAD

MRS. C MULHALL

SCIENCE LEAD

MRS. S STEPHENS

FOUNDATION ASSESSMENT / HISTORY LEAD

MR. M ODELL

EYFS LEAD

MISS. R BHATTI

COMPUTING/E-SAFETY

MISS H CARTWRIGHT

PUPIL VOICE

MRS. S LOHA

PASTORAL, NURTURE AND INCLUSION TEAM

FAMILY SUPPORT WORKER

MR. M SHEBL

KS1 LEARNING MENTOR

MISS L SIMPSON

KS2 LEARNING MENTOR

MR. J-P MBARUSHIMANA

HLTA MANAGER: NEWLY ARRIVED LANGUAGE ACQUISITION / PPA

MRS. B JANDU

NURTURE

MRS. S RASHID

SALT

MRS. N CHHOKAR

NURTURE

MRS. A KHADIR

UNQUALIFIED TEACHERS

YEARS 5 & 6

MR. S NASH

HLTAs

MRS. R ADAMJEE MRS. S HUSSAIN MR. S NASH 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 2021-2022

Key Priority 1: QUALITY OF EDUCATION OBJECTIVES

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.

Key Priority 2: BEHAVIOUR AND ATTITUDES OBJECTIVES

1. Our school community demonstrate high expectations for their behaviour, attitudes and conduct.
2. Attendance and punctuality improve to be in line with National Average.

Key Priority 3: PERSONAL DEVELOPMENT OBJECTIVES

1. Our curriculum extends beyond the academic, enabling all pupils to develop wellness, confidence, resilience and strength of character.
2. All pupils will be equipped with the characteristics they need to enable them to contribute positively to society.
3. Our school community have access to high-quality pastoral support.

Key Priority 4: LEADERSHIP AND MANAGEMENT OBJECTIVES

1. Leaders ensure that the ambitious vision and values for high quality provision are known, articulated and demonstrated by all.
2. Middle Leaders can effectively lead their subject.
3. Mental health and wellbeing of staff is prioritised and staff consistently report high levels of support for well-being issues
4. Those responsible for governance understand their role and carry this out effectively; they have knowledge of the quality of education and hold leaders to account.

Key Priority 5: EYFS OBJECTIVES

1. The EYFS curriculum is ambitious, coherent and well sequenced to meet the needs of all learners.
2. Oracy is at the heart of the EYFS curriculum, leading to children acquiring a wide vocabulary and are effective communicators.
3. The EYFS early reading and phonics curriculum ensures that all children learn to read words and simple sentences by the end of Reception.

EQUALITY AND INCLUSION

EQUALITY STATEMENT

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

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

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

The above applies to adults and children alike.

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

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

INCLUSION

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

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

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

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

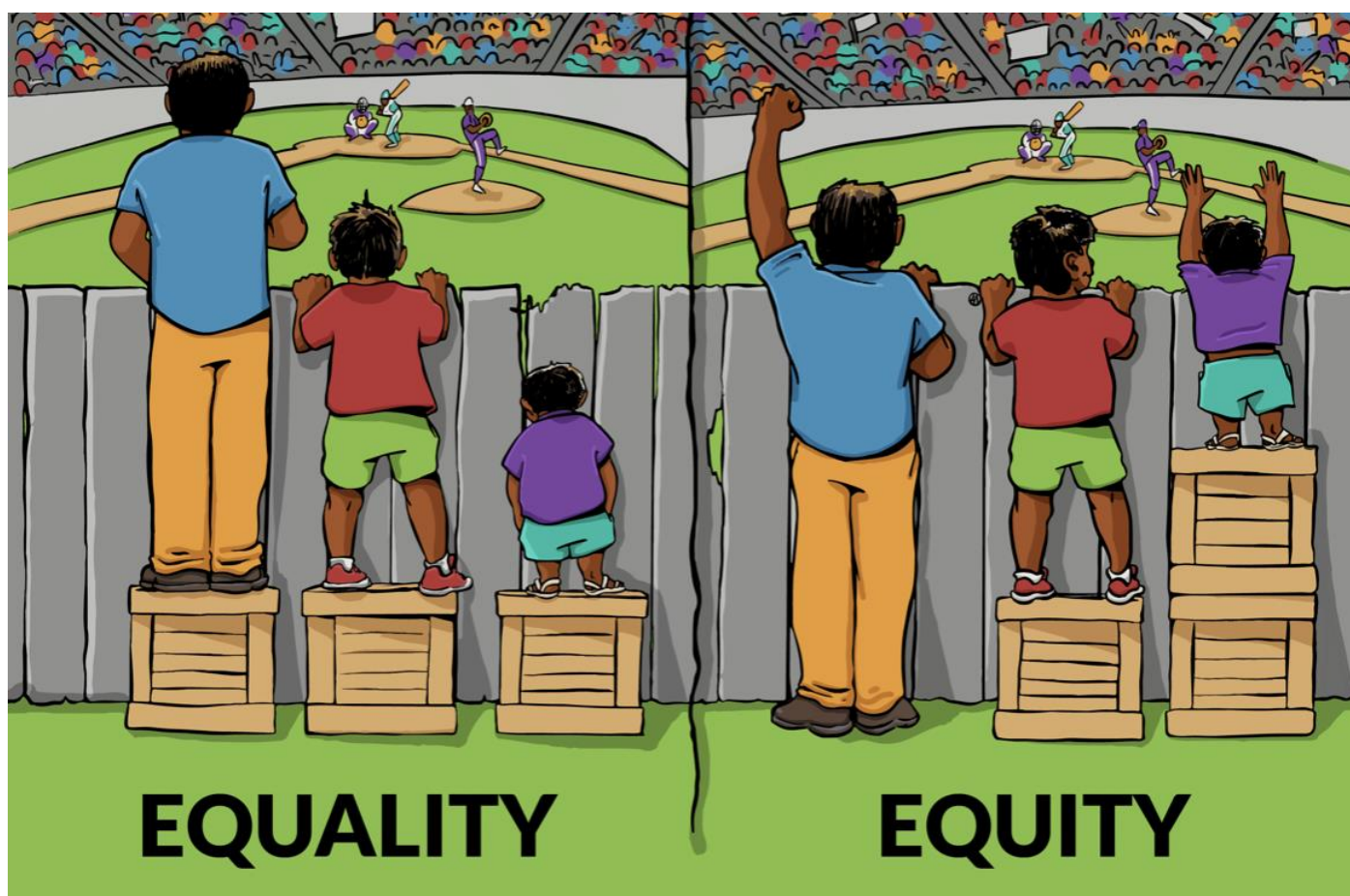
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.


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

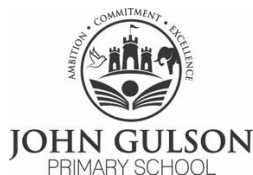
To achieve this we will:

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

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



School Name:	JOHN GULSON PRIMARY SCHOOL
Full Address:	GEORGE STREET COVENTRY CV1 4HB
Telephone Number:	024 7622 7791
Email Address: (for application forms)	t.hine@johngulson.coventry.sch.uk
Job Title:	1 Post for a full-time Clerical Assistant
Is the post temporary and length of Contract	Temporary Contract in first instance Start date Thursday 9 th June 2022, or ASAP after. End date of contract August 2023
Hours:	36.25
Please insert if TTO	Term time only (38 weeks)
Salary range:	Grade 2 (£9.43 – £9.81 per hour)
Advert text:	<p>John Gulson Primary School George Street Coventry CV1 4HB</p>  <p>JOHN GULSON PRIMARY SCHOOL</p> <p>The Headteacher and School Business Manager are looking to appoint an enthusiastic, highly motivated and flexible Clerical Assistant to work in our friendly and caring inner city, multicultural primary school.</p> <p>We are looking for a well organised team player to join our Admin Team who can demonstrate good processing and IT skills, attention to detail coupled with excellent grammar to provide efficient admin and reception support within the school.</p> <p>You must have good organisational skills, be able to work under pressure using your initiative and have a clear understanding of office practice and procedures. Experience of working in a school/educational setting and knowledge of SIMS.Net and SIMS FMS.</p> <p>The vacancy is for a 36.25 hour week over 5 days, exact hours to be agreed, term time only.</p> <p>A first aid qualification may need to be undertaken.</p> <p>This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure Barring Service.</p> <p>This School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p>
Closing date:	Tuesday 23 rd May at 12:00pm
Interview date:	Thursday 25 th May/Friday 26 th May
Do you require the following sentence: Yes	For an informal visit please contact the school by e-mail to t.hine@johngulson.coventry.sch.uk
Application option - Please delete as applicable*	Applications packs are available to download from www.wmjobs.co.uk and are returnable direct to the school t.hine@johngulson.coventry.sch.uk (if you choose this option,



Job Description

Vacancy Reference	Clerical Assistant/Receptionist	Job Number:	L3028D
Job Title:		Post Number:	1022586
Directorate:	People	Grade:	Grade 2
Service:	Schools		
Location:	John Gulson Primary School		

35 hours per week, term time only (38 weeks)

Job Purpose:

To ensure the provision of an efficient and effective reception and clerical support service to the school, and its Core Leadership Team, ensuring confidentiality is maintained at all times.

Main Duties and Responsibilities:

1. Provide a reception & administration service for the school, acting as first point of contact for pupils, parents and visitors, dealing with enquiries as they arise and receiving visitors, ensuring that security and safeguarding procedures are adhered to and the signing in book completed. Assisting in office administration as directed by Line Manager.
2. To undertake clerical tasks on behalf of the Core Leadership Team.
3. Make and receive internal and external telephone calls, filtering calls as necessary and taking messages as required.
4. Arrange appointments/meetings on behalf of the Core Leadership Team as directed, liaising with parents, the LA and outside agencies.
5. Ensure that the daily post is opened, date stamped and distributed across the school.
6. Ensure that the weekly post from the LA is processed, dealing with enquiries and replying to standard correspondence as delegated.
7. Receive, check and record dinner money and trip money from parents and ensure that cash handling procedures are followed. Update and maintain pupil records with the latest FSM/PP data as advised by LA.

8. Record, maintain and follow up Pupil attendance - send and update text messages to/from parents by parent communication packages such as school comms and first day calling.
9. Undertake the administration of school meal numbers and maintaining computerised records.
10. Receive and distribute salary slips in accordance with agreed procedures.
11. Maintain school stationery supplies, ensuring that order request forms are completed as and when goods are required.
12. Take delivery of parcels as are they arrive, checking the goods against the relevant paperwork before distributing them.
13. Undertake photocopying, laminating and faxing of information as directed.
14. Contact parents (or the emergency contact) to advise when their children are sick or injured.
15. Maintain and update filing and pupil record systems, ensuring that all details including all details, especially emergency contact details are up to date and consent forms for pupils have been received and filed appropriately.
16. Maintain the information boards within the school premises, displaying information of interest to parents such as weekly newsletters.
17. Undertake an annual review to discuss achievements against job description and identify areas of training needs.
18. Maintain order processing as directed.
19. 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.

This job description may be amended at any time, following consultation between the School Business Manager or Headteacher and the Post-holder. It will be reviewed annually.

Responsible to: School Business Manager

Person Specification

Job Title:	Clerical Assistant	Job Number:	L3028D
Directorate:	People	Post Number:	1022586
Service:	Schools	Grade:	Grade 2
Location:	John Gulson Primary School		

	Job Requirements
Knowledge:	<ul style="list-style-type: none"> • An understanding of administrative procedures. • An ability to use all office equipment within the context of Health and Safety Regulations.

Skills and Abilities:	<ul style="list-style-type: none"> • Able to be a supportive member of a team. • Able to communicate, and enjoy working, with children in a sensitive and caring manner within a multicultural setting. • Able to prioritise and organise workload to meet deadlines and remain calm under pressure. • Able to liaise and communicate effectively with staff, parents, children and others by telephone and on an interpersonal level, to obtain and give information in a courteous way and to resolve queries and filter callers where appropriate. • Able to sort, identify, classify, record and file accurately in alphabetical, numerical and subject order. • Able to record and present information in a neat and legible way. • Able to support the provision of secretarial services, e.g. maintain diary, book appointments, take messages and arrange meetings. • Able to stay calm with difficult visitors and follow agreed guidelines for such situations. • Able to operate office equipment such as photocopier, fax etc. • Able to recognise the importance of, and maintain security and confidentiality within, the guidelines of the Child Protection Act. • Able and willing to undertake staff training and development courses. • Possess a good sense of humour.
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Experience:	<ul style="list-style-type: none"> • Proven clerical background covering activities such as filing, maintenance of records, using the telephone, dealing with people. • Maintenance of financial records • Maintenance of pupil data • Ability to IT packages such as Word, Excel, Publisher, SIMS.net, FMS6 would be desirable
Educational:	Good general education (literate and numerate)
Special Requirements:	<input type="checkbox"/> This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.

Updated May 2021

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 5 adult mental health first aiders, consisting of a variety of staff within a variety of roles to provide expert support where required.

Our staff well-being survey in July 2021 showed that:

1. John Gulson Primary School has a positive impact on my mental health and wellbeing.





[More Details](#)

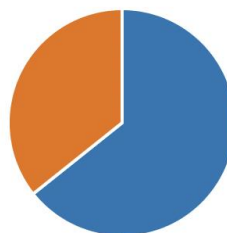
	All of the time	1
	Often	7
	Some of the time	6
	Not at all	0
	Option 5	0



2. At John Gulson Primary School, staff are encouraged to speak openly about their mental wellbeing.

[More Details](#)

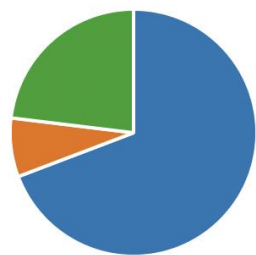
	Strongly agree	9
	Agree	5
	Disagree	0
	Strongly disagree	0



3. At John Gulson Primary School, we have a mental health / wellbeing policy in place, which includes the mental wellbeing of staff.

[More Details](#)

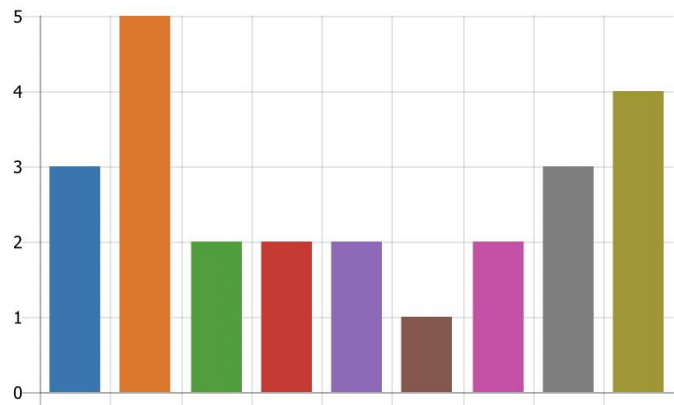
Yes	9
No	1
Don't know	3



4. Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?

[More Details](#)

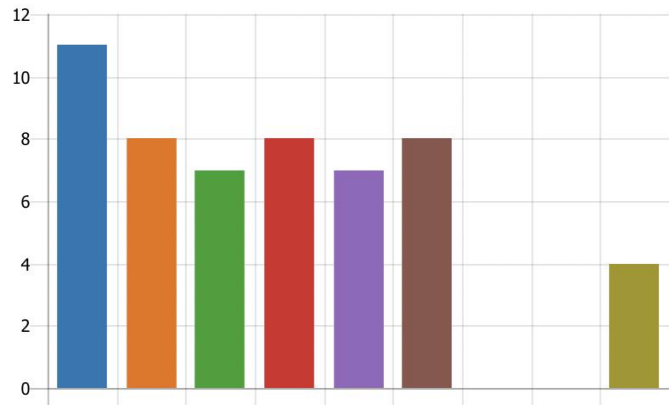
Accountability	3
Workload / work-life balance	5
Admin tasks	2
Relationships with parents	2
Relationships with colleagues	2
Relationships with SLT	1
Pastoral concerns relating to p...	2
Other	3
have not felt stressed or unha...	4



5. If I felt stressed or worried at work, I I feel I can seek help from (select as many as apply):

[More Details](#)

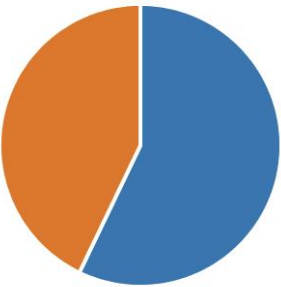
Headteacher	11
Heads of TLC / SSBPC	8
A colleague in a similar role to...	7
GP	8
A mental health professional (...)	7
A friend or relative who does ...	8
Nobody	0
Other	0
I have not felt stressed or unh...	4



6. My SLT takes active steps to support the mental wellbeing of staff

[More Details](#)

● Strongly agree	8
● Agree	6
● Disagree	0
● Strongly disagree	0



7. What improvements do you think have been made to the schools approach to staff wellbeing this year?

NA... doing literally everything that can be done	Wellbeing policy Leadership team priority - team wellbeing Caring and compassionate/understanding atmosphere
A new well-being policy has been implemented. Head teacher has promised one to one conversations with staff each year. The Head teacher has regularly reminded staff of her open door policy for any problems. However, sometimes there just isn't enough hours in the day to have time to visit.	I have only worked here a couple of months, so I wouldn't know.
~	Openness to speak about well being and commitment to put some measures/policy in place in the future. Helpful staff training
This year, staff have been encouraged to speak more openly about their mental health. I have had the opportunity to take part in wellbeing training and have personally found Vicki incredibly supportive when I have struggled.	I think having access to a counsellor through HR has helped to cope with the restructure process, which I found very stressful.
There is a school policy to deal with issues concerning staff well-being. It's been talked about often in meetings.	I think in the past Wellbeing of staff was never really discussed. I feel that now it is given importance and staff feel their wellbeing does matter.
New to John Gulson in September 21, so can't compare on improvements from previous years.	Mental health being openly discussed and supported. Mental health leaders' training, wellbeing course for staff. Wellbeing policy being set up.
Policy being consistently followed and all adults considering and caring about each others' well-being.	Awareness. Development of policy. Staff involvement. Communication and clarity.

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.

