



JOHN GULSON
PRIMARY SCHOOL

Financial Administration Officer August 2022

CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of Financial Administration Officer 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

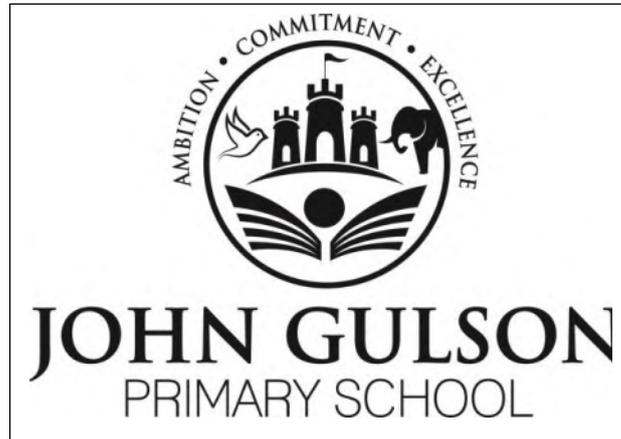
Year 2: 59

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

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

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.

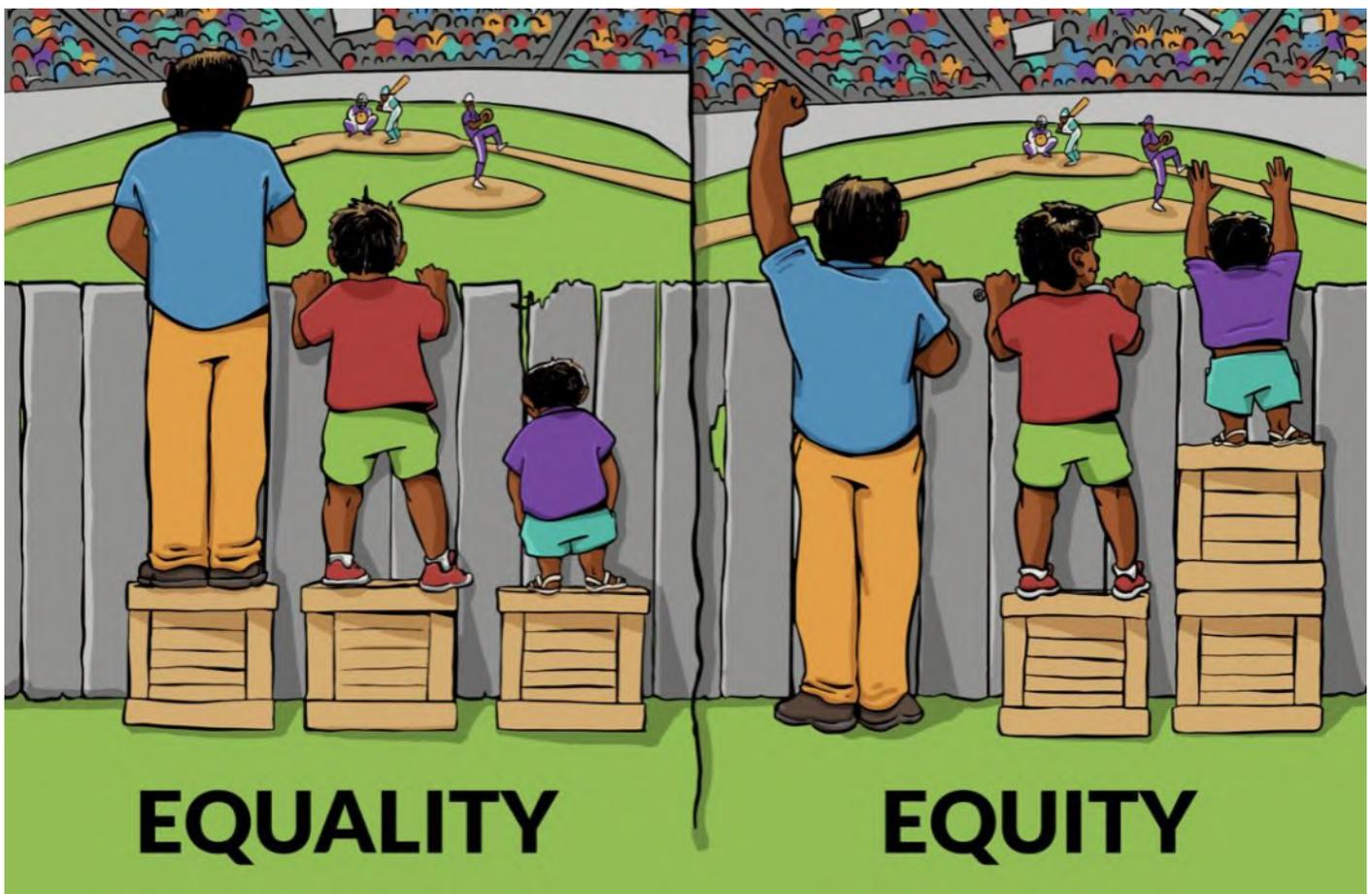
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



Job Title:	Financial Administration Officer
Number of Hours (numerical):	36.25
Please insert TTO weeks:	Term Time only + 2 weeks (40 weeks)
Salary range – if pro rata Please include this:	Grade 4 (£20,043-£23,484 pro rata)
Permanent or Fixed Term inc end date:	Permanent. To start September 2022.
Grade of post:	4
DBS/Safeguarding Statement	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.
Advert text: <u>This wording will appear exactly as requested so please proof read before submitting to be advertised.</u>	 <p>JOHN GULSON PRIMARY SCHOOL</p> <p>Are you ready for an exciting opportunity? Are you looking to work in a team that makes a real difference to children and families? Are you positive, flexible and supportive, with excellent communication skills? If so, we would love to hear from you!</p> <p>At John Gulson Primary School, we are looking to appoint a Financial Administration Officer to play a key role in our support staff team. As a full-time school Financial Administration Officer, you will be expected to:</p> <ul style="list-style-type: none"> • Support the business manager in managing the finances of the school • Processing invoices and orders • Carry out tasks delegated to you by the Business Manager <p>Contribute to the development and maintenance of financial systems and processes</p> <p>A first aid qualification may need to be undertaken.</p> <p>If you would like to find out more please contact Taylor Hine (School Business Manager) on 02476 227791 or via email: t.hine@johngulson.coventry.sch.uk</p> <p>We look forward to hearing from you!</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>Our School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>Please note only successful candidates will be contacted.</p>
Closing date:	Monday 22nd August 2022 at 9am
Interview date:	TBC
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, please include your job description, person spec and application form when you return this form)	



Job Description: Financial Administration Officer G4

John Gulson Primary School is committed to inclusive policies and practice; ensuring equal opportunities for all pupils and staff regardless of race, gender or disability. We are also committed to safeguarding the welfare of our pupils

Job Title:	Financial Administration Officer	Job Number:	
Directorate:	Children, Learning and Young People	Post Number:	
Service:	Services for Schools	Grade:	Grade 4
Location:	John Gulson Primary School		

Job Purpose:

- To provide an efficient financial administration service to the school.
- To help supervise the work of the clerical assistants

Main Duties and Responsibilities:

1. In accordance with the approved procedures for the Local Management of Schools (LMS) and the financial regulations of Coventry City Council, undertake the following:
 - a. Ensure the accurate input of data into the school financial computer accounting system (SIMS, FMS6); supervise all financial transactions as necessary.
 - b. Raise orders, receive and record deliveries, process invoices for goods and services provided and pay all invoices on a timely basis.
 - c. Be responsible for the monthly production, checking and submission of VAT information to the Local Education Authority.
 - d. Ensure the collection, reconciliation and recording of payments for various schemes, trips, and activities undertaken at the school.
 - e. Ensure the preparation of invoices and collection of fees for Extra-Curricular tuition, banking of monies, and inputting of information onto the finance module (SIMS FMS6) of the school financial accounting system.
 - f. Liaise with the School Finance Officer, Education Finance and other City Council departments regarding financial enquiries and payment of invoices.
 - g. Ensure submission of requested schedules and reports as required by the LA for Year End Accounting.
 - h. Provide information to the budget holders within the school, advise and support budget holders on issues relating to the management of those budgets.
 - i. Work closely with the Head Teacher and School Business Manager in the preparation of reports for Governors.
 - j. Ensure the school inventory is maintained in accordance with Audit requirements, using SIMS FMS, Equipment Register module.
 - k. Maintain Unofficial/School Fund – including arrangements for auditor's reports and submission to Governors.
 - i. Handle Petty Cash and credit card transactions, in line with Audit requirements.
2. Monitor levels of stock such as stationery and office supplies, ensuring that orders are placed in good time to maintain the required levels (including learning materials).

3. Ensure procedures are undertaken in relation to authorisation for school medicals and ensure staff are aware of procedures for contacting parents in the event of illness or accident of a child.
4. Undertake word processing, duplicating and collating of documents and production of information including school correspondence and newsletters.
5. Ensure the efficient operation of the school administrative function and systems within the school, and deal with administrative matters on behalf of the Headteacher and School Business Manager.
6. Ensure implementation of clerical processes for maintaining and updating of manual and computerised records and filing systems, production of statistics, completion of returns and assistance on the provision of information in relation to:
 - a. Financial matters and school budget
 - b. Other school matters.
7. Provide assistance on recruitment and Personnel matters as needed i.e. advertising vacancies, issuing application forms, arranging interviews, dealing with references, relevant personnel forms, arranging supply cover and completion of returns for staff sickness and absence.
8. Ensure office equipment and computerised systems are in good order and liaise with outside agencies regarding repair and replacement.
9. Implement office procedures to ensure confidentiality and security of information and adherence to the GDPR.
10. Assist on other matters including administration of school trips including arrangements for insurance cover, transport/venue bookings.
11. Ensuring this information is provided and available on the required deadlines.
12. Ensure that DBS checks are completed and documented as required by the current DfE guidance, in respect of all staff and volunteers within the school. Ensure the relevant information is kept as directed and available for inspection as necessary.
13. Arrange supply cover for absent staff as and when necessary, liaising with the Head Teacher.
14. Photocopy, collate, distribute and file documents with due regard for safeguarding and confidentiality.
15. Monitor levels of stock such as stationery, office supplies & learning resources - ensuring all orders are placed in good time to maintain the required levels.
16. Supervise administration staff on a day-to-day basis, in the absence of the SBM line manager
17. Act as a first line of contact; receive enquiries from parents and other visitors via telephone and reception as needed
18. 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.

Responsible to: School Business Manager

Date Reviewed: May 2021

Person Specification

Job Title:	Financial Administration Officer	Job Number:	
Directorate:	Children, Learning and Young People	Post Number:	
Service:	Services for Schools	Grade:	Grade 4
Location:	John Gulson Primary School		

	Job Requirements
Knowledge:	<ul style="list-style-type: none"> • Word Processing packages, such as Word, Excel, Publisher for windows systems. • Office procedure, practices and equipment. • Computer applications (SIMS) used in schools – FMS, SIMS.net data and modules (Attendance and Personnel 7).

Skills and Abilities:	<ul style="list-style-type: none"> • Prioritise and organise workload to meet deadlines, cope with interruptions and remain calm under pressure. • Liaise and communicate effectively with staff, parents, children and others by telephone and in person. Deal with all matters in a courteous manner and resolve queries and filter calls where appropriate. • Sort, identify, classify, record and file accurately in alphabetical and numerical order. • Maintain financial accounts relating to official and unofficial funds – both computerised system and paper records for audit purposes. • Numerate – add, subtract, divide and multiply, calculate percentages. • Record and present information in a neat and legible way. • Work effectively, meeting deadlines as necessary. • Record and monitor expenditure accurately. • Organise school trips by telephone and inter-personal contact. • Draft letters and compose replies, produce statistics and reports as required. • Remain calm in the presence of irate visitors, and follow agreed guidelines for such situations, cope with interruptions. • Operate office equipment such as photocopier, computer, fax and duplicating machine, ensure their daily maintenance and deal with breakdown by taking action as necessary. • Place authorised orders, process deliveries and invoices and ensure accurate recording and timely payment. • Assist the Business Manager with all end of year procedures • Maintain and update manual and computerised records and filing systems relating to pupils, finance, personnel and other school matters using appropriate software. • Communicate effectively at all levels in a professional and polite way. • Be sympathetic to the needs of primary school age children, and able to communicate with them appropriately. • Recognise the importance of security and confidentiality in a school setting.
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Behavioural Attributes	<ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Experience:	<ul style="list-style-type: none"> • Experience of Financial and Personnel administration within a school setting. • Experience of dealing with children of Primary school age, and of their needs. • Experience of using SIMS Computer applications, SIMS FMS6, SIMS.net and associated modules in a school environment. • Office clerical background covering activities such as word processing, filing, maintenance of records, using telephones, dealing with people. • Experience of supervision of staff.
Educational:	<ul style="list-style-type: none"> • Good general education, including GCSE pass in English and Maths • Commitment to continuing Professional Development. • Relevant qualifications in Word Processing / Typing.
Special Requirements:	<ul style="list-style-type: none"> • This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.

Date Reviewed: 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](#)

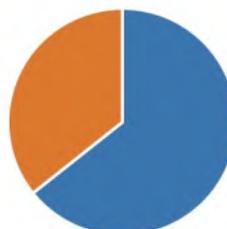
 All of the time	1
 Often	7
 Some of the time	6
 Not at all	0
 Option 5	0



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

[More Details](#)

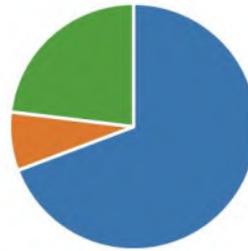
 Strongly agree	9
 Agree	5
 Disagree	0
 Strongly disagree	0



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

[More Details](#)

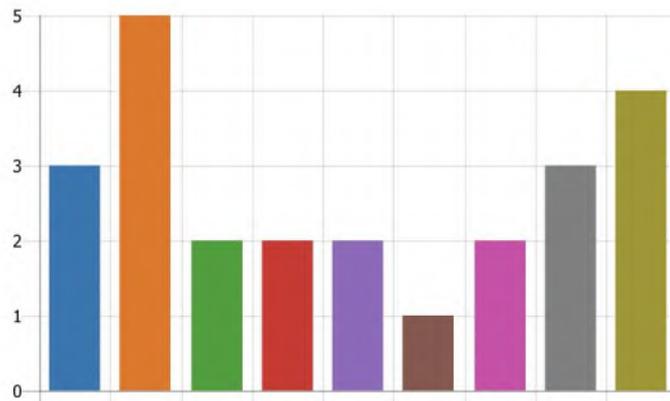
● Yes	9
● No	1
● Don't know	3



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](#)

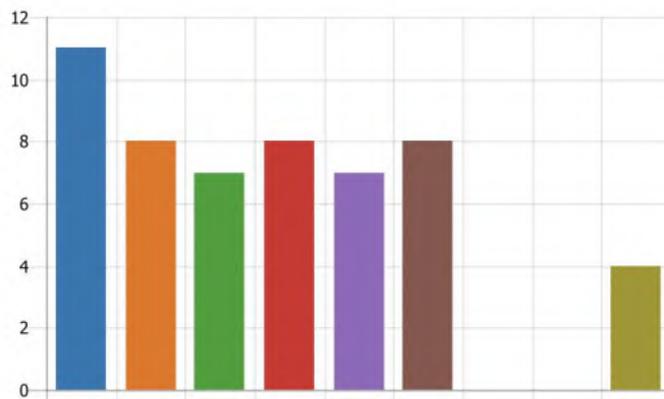
● Accountability	3
● Workload / work-life balance	5
● Admin tasks	2
● Relationships with parents	2
● Relationships with colleagues	2
● Relationships with SLT	1
● Pastoral concerns relating to p...	2
● Other	3
● have not felt stressed or unha...	4



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

[More Details](#)

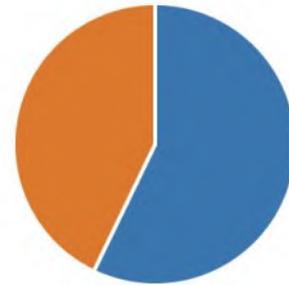
● Headteacher	11
● Heads of TLC / SSBPC	8
● A colleague in a similar role to...	7
● GP	8
● A mental health professional (...)	7
● A friend or relative who does ...	8
● Nobody	0
● Other	0
● I have not felt stressed or unh...	4



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.

