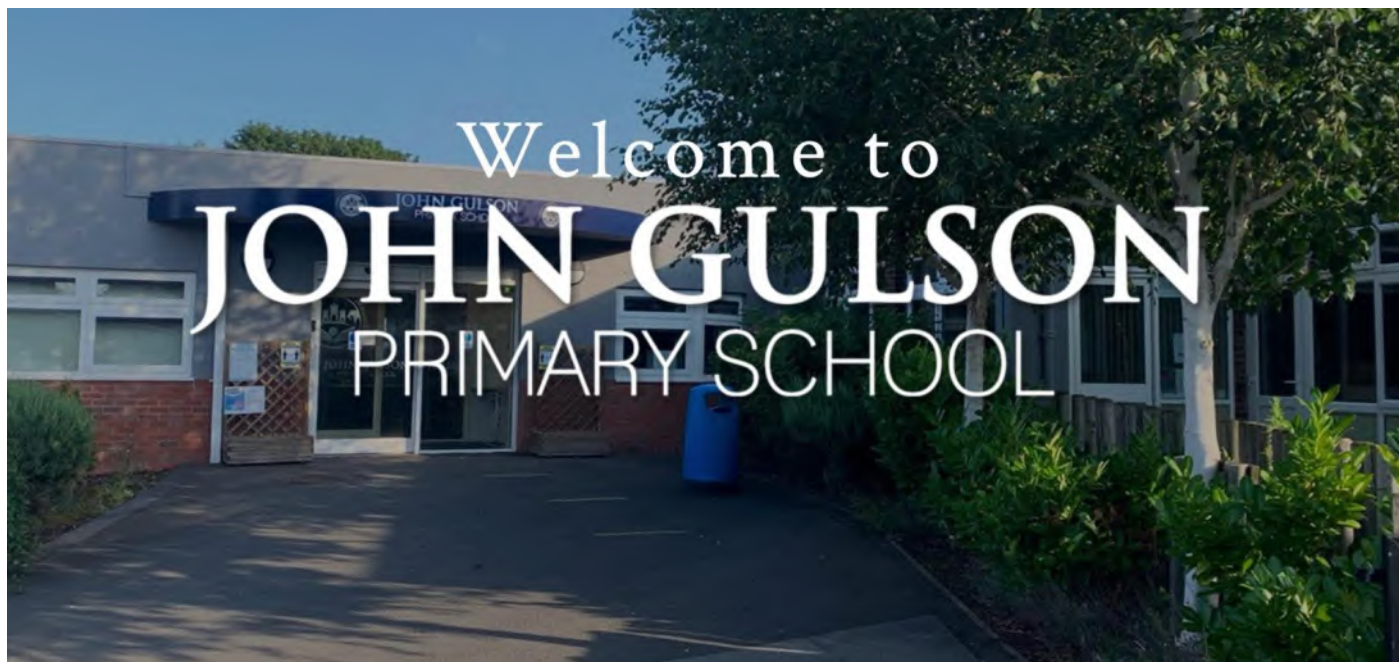




JOHN GULSON
PRIMARY SCHOOL

Upper Key Stage 2 Class Teacher
May 2022

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 2021-2022	
8. Equality and Inclusion	
9. UKS2 Class Teacher Advert.....	
10. UKS2 Class Teacher Job Description	
11. UKS2 Class Teacher Person Specification	
12. Staff Wellbeing	
13. Professional Development	

WELCOME FROM THE HEADTEACHER



Thankyou for taking an interest in the post of Upper Key Stage 2 Class teacher 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.



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

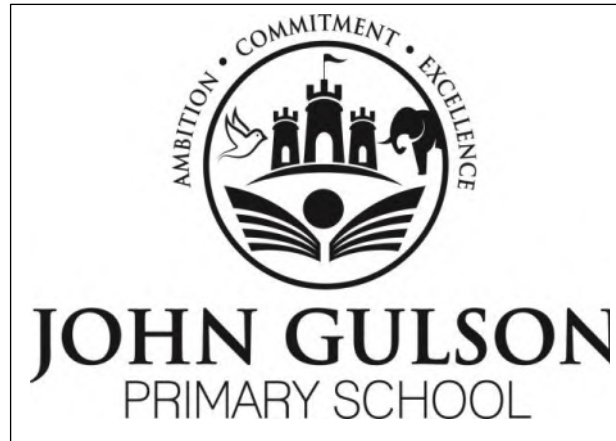
Year 2: 59

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.

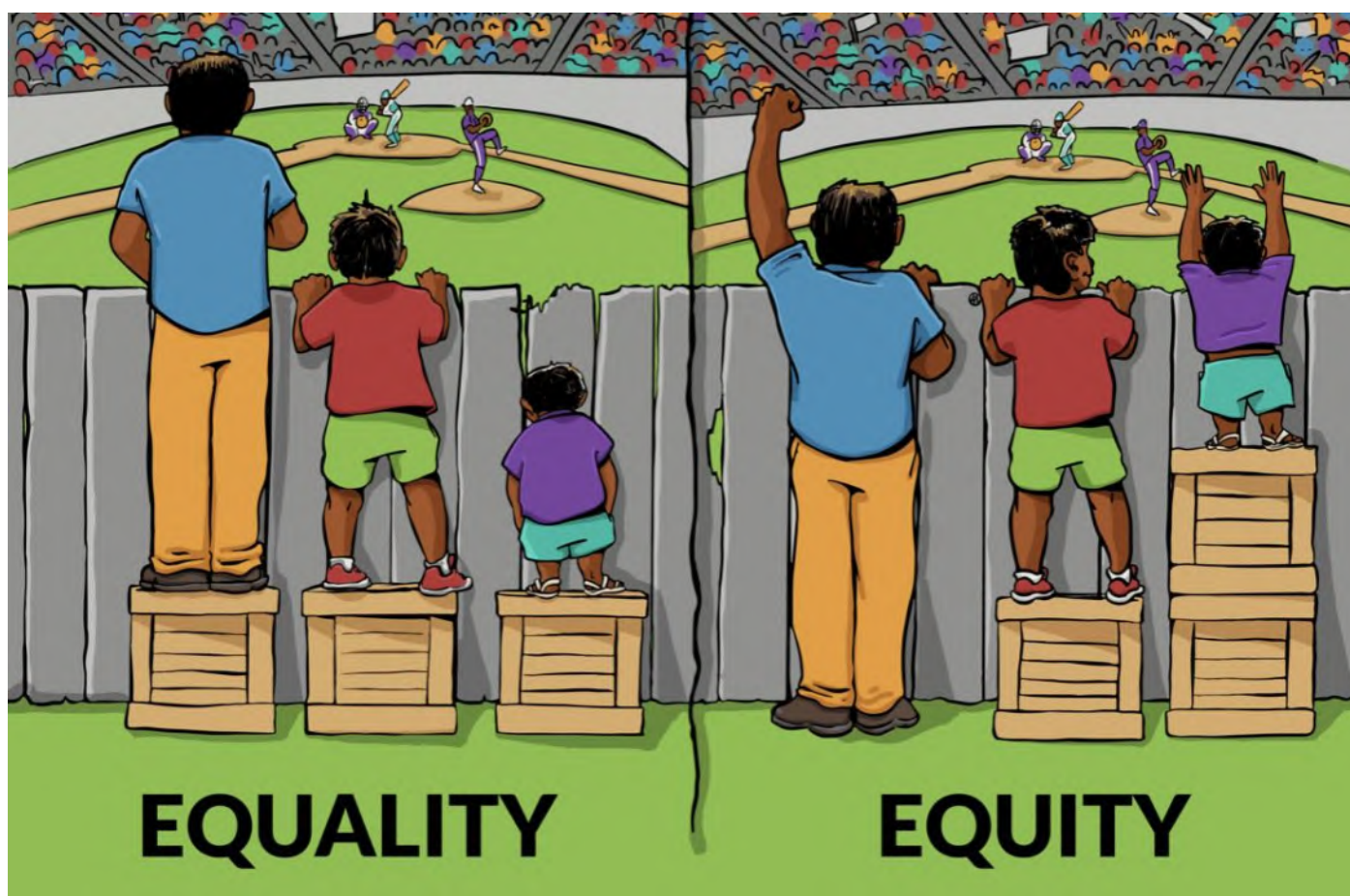
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



UPPER KEY STAGE 2 CLASS TEACHER

MPS/UPS (ECTs are welcome to apply)

FULL-TIME / Permanent

Required September 2022

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

The Headteacher and Governing Body are seeking to appoint a creative, innovative and forward-thinking experienced classroom practitioner to join our Key Stage 1 team. This role will be in Year 2. We are looking for someone who can deliver consistently high-quality lessons, demonstrates consistently good or outstanding teaching in a learning environment where children of all abilities achieve their potential.

You will:

- Be able to work creatively, with a proven track record of delivering good/ outstanding lessons;
- Be able to inspire, challenge and motivate all children to achieve;
- Promote and celebrate the talents and skills of all pupils;
- Ensure that mental health and well-being of all is central to your approach to teaching and learning.

We can offer:

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

How to apply

Further details and application forms can be obtained by contacting Miss T Hine (School Business Manager) at t.hine@johnngulson.coventry.sch.uk.

Completed application forms should be returned to Miss T Hine at the address above.

Tours of the school available on:

Monday 23rd May 2022 at 3pm

CLOSING DATE: 4pm on Tuesday 24th May 2022

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:

References

All applicants will be required to provide two suitable references.

JOB DESCRIPTION

Employment details

Job title:	Class Teacher
Reports to (job title):	Headteacher
Hours of work:	Full time / Permanent
Location:	John Gulson Primary School
Level and scale point:	MPS / UPS in line with current Whole School Pay Policy and <i>Teachers' Pay and Conditions Document</i>
Supervisory Responsibility	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main duties/responsibilities

General
Undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions Document (STPCD).
Job Purpose
Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
Be responsible and accountable for achieving the highest possible standards in work and conduct.
Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
Teaching and curriculum
Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
Be responsible for the planning, preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
Be accountable for the attainment, progress and outcomes of pupils, presenting this information in detail at pupil progress meetings
Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
Have a clear understanding of the needs of all pupils, including those with special educational needs, disabilities and English as an Additional Language.
Develop teaching materials and use resources and equipment effectively.

Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
Safeguarding, Behaviour and Health and safety
Implement appropriate safeguarding, child protection, health and safety policies and procedures in order to ensure a safe, effective and child friendly environment in all lessons and activities, raising any concerns following school protocol/procedures.
Actively seek out and implement best practice safety procedures.
Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as per the school Behaviour Policy
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
Have high expectations of behaviour, promoting self-control and independence of all learners.
Carry out playground and other duties as directed and within the remit of the current <i>School Teachers' Pay and Conditions Document</i> .

Record keeping
Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
Monitor and assess pupils' results and progress, ensuring appropriate records are kept, and use the data to inform targets, lesson plans and differentiated work.
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
Participate in arrangements for examinations and assessments within the remit of the <i>School Teachers' Pay and Conditions Document</i> .
Professional development
Undertake appropriate and agreed continued professional development.
Participate in whole school and individual INSET programs as required.
Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.

Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
Team working and collaboration
Participate in any relevant meetings/professional development opportunities both at the school and across the Academy Trust, which relate to the learners, curriculum or organisation of the school / Academy including pastoral arrangements and assemblies.
To work in collaboration with others to develop effective professional relationships with partner schools in the Academy Trust.
Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers.
To Cover for absent colleagues within the remit of the current <i>School Teachers' Pay and Conditions</i> document.
To make a positive contribution to enhance teaching and learning with partner schools in the Local Authority
Deploy support staff effectively as appropriate
Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate.
To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
Communicate and co-operate with relevant external bodies.
Make a positive contribution to the wider life and ethos of the school
Administration
Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers' Pay and Conditions Document</i> .

Note:

Notwithstanding the details in this job description, in accordance with the flexibility policy, the job holder will undertake such duties, across the school, as maybe determined by the Headteacher from time to time up to or on a level consistent with the principal responsibilities of the job.

The teacher will be required to safeguard and promote the welfare of children and young people, and follow all school policies and the staff code of conduct.

PERSON SPECIFICATION

Factor	Essential	Desirable
Qualifications	• Qualified Teacher status • Degree • Evidence of a commitment to professional development	
Experience	The Class Teacher should have experience of: • Consistently good / outstanding teaching within the primary range • Can effectively use a range of AfL strategies to drive forward learning • Working in partnership with parents	
Knowledge and understanding	• Excellent subject knowledge and understanding of the National Curriculum • Clear philosophy of primary education which puts the well-being of the child at the centre of process • Able to plan for progression across the attainment range, designing effective learning across a series of lessons • Committed to meeting the needs of all children • Has an awareness of the principles of effective assessment which empowers children as learners • Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, Safeguarding and Child Protection; • Understands and demonstrates effective teaching and learning styles. • Good understanding of a range of positive behaviour management strategies • Identified curriculum strengths	
Skills	The Class Teacher will be able to: • promote the school's aims positively, and use effective strategies to motivate and inspire pupils; • develop good personal relationships within a team; • establish and develop close relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences; • create a challenging, effective and stimulating learning environment. • Able to use ICT effectively	

Personal characteristics and abilities	• Endorses a 'growth mindset' in all areas of professional life • Good team player • Shows willingness to contribute to the whole school community, in and out of the classroom • Flexible and adaptable • Organised and able to prioritise, meeting all deadlines • Energetic and positive • Ambitious for self and pupils • Good sense of humour • Committed to improving own practice	
Special requirements	• An enhanced DBS check is required	

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](#)

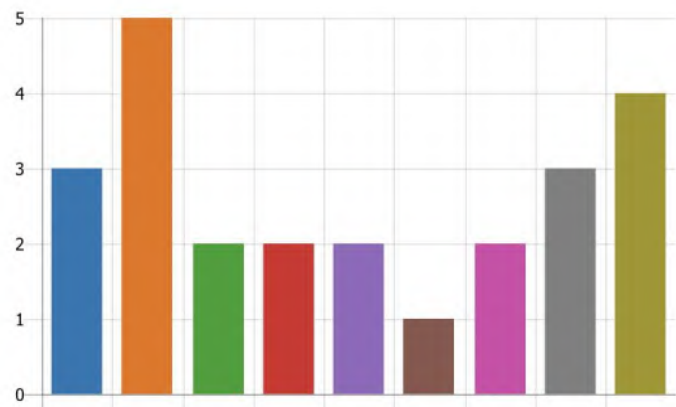
Yes	9
No	1
Don't know	3



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](#)

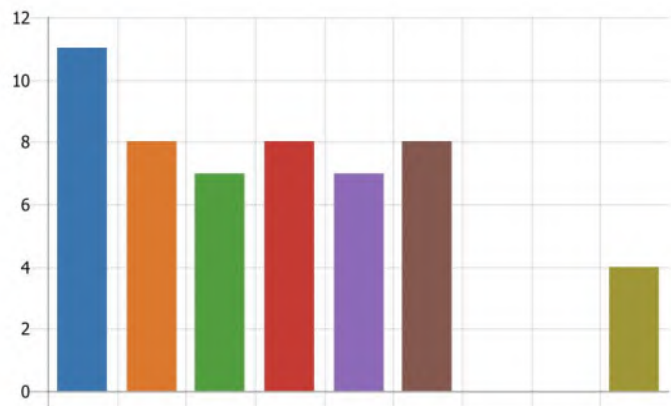
Accountability	3
Workload / work-life balance	5
Admin tasks	2
Relationships with parents	2
Relationships with colleagues	2
Relationships with SLT	1
Pastoral concerns relating to p...	2
Other	3
have not felt stressed or unha...	4



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
Heds 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
	I think having access to a counsellor through HR has helped to cope with the restructure process, which I found very stressful.
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 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.
There is a school policy to deal with issues concerning staff well-being. It's been talked about often in meetings.	Mental health being openly discussed and supported. Mental health leaders' training, wellbeing course for staff. Wellbeing policy being set up.
New to John Gulson in September 21, so can't compare on improvements from previous years.	
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.

