

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.

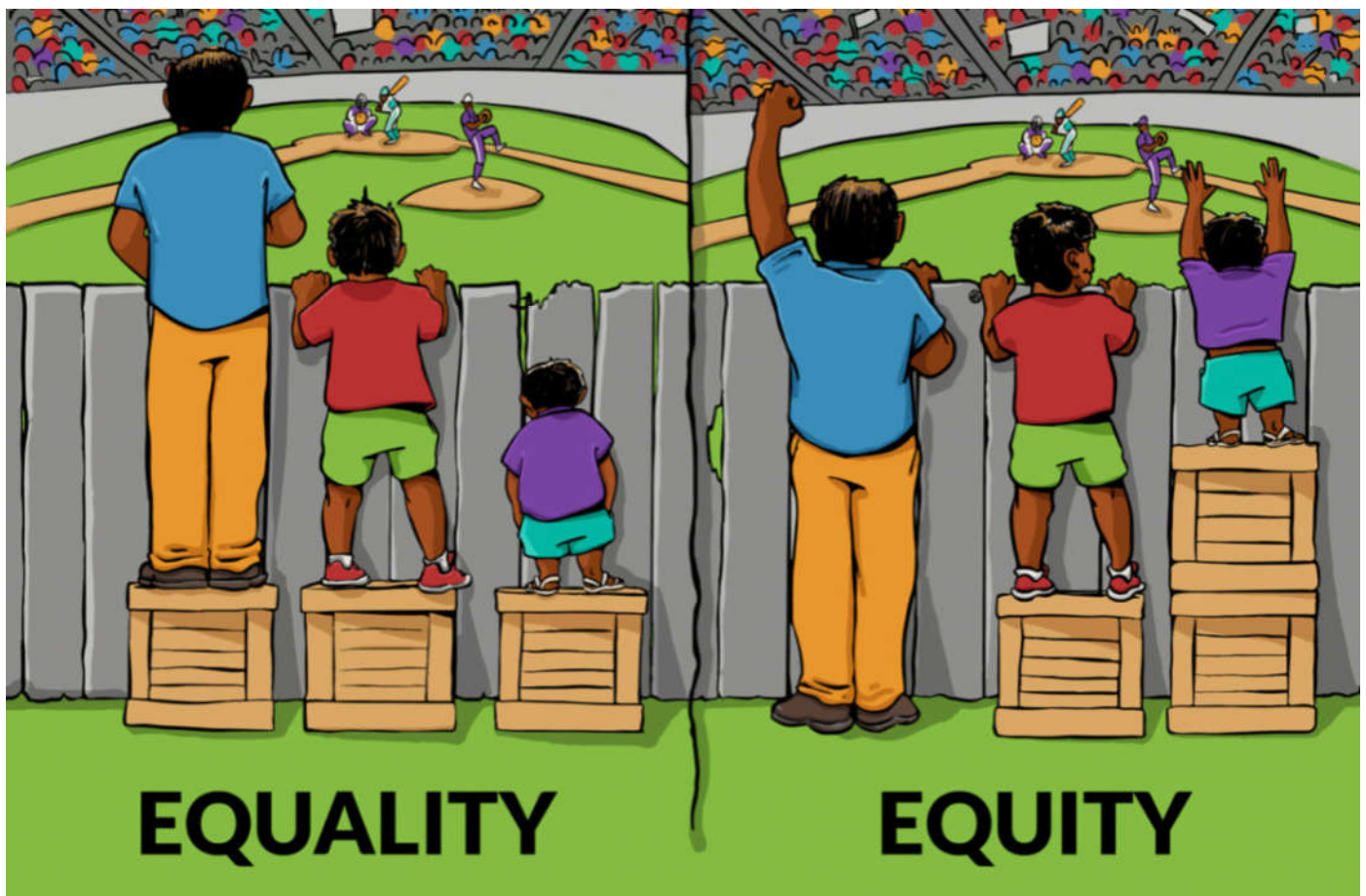
We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for all children, including those with SEND.

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.



EYFS LEAD / RECEPTION CLASS TEACHER ADVERT

EYFS LEAD (RECEPTION CLASS TEACHER)

MPS/UPS (starting point negotiable based upon experience and proven track record)

FULL-TIME / PERMANENT

Required from 25th April 2022 or as soon as possible thereafter

Are you an outstanding Early Years Practitioner? Do you want to take the next step in your career and move into a leading Early Years? Have you got drive, ambition and vision for Early Years and could bring a high level of expertise to our middle leadership team? If so, we would love to hear from you! At John Gulson Primary School we are looking for an outstanding, experienced EYFS practitioner with a proven track record of success in outcomes for children in early years. You will oversee all aspects of the Early Years phase which constitutes a 36-place morning Nursery and 2 Reception classes. We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our school improvement journey!

We are looking for a consistently good/outstanding classroom practitioner within the Early Years who may already have some leadership experience within their setting, or someone who is ready to take the next step in their career. You will be someone who is highly driven and motivated, has an eye for detail, and can work flexibly and creatively and continue the journey towards raising quality of provision and standards in EYFS.

The successful candidate will have:

The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence

Excellent inter-personal and the ability to both inspire and challenge colleagues

Proven experience as an effective good and outstanding classroom teacher with high GLD outcomes for their pupils

Experience of working with children of different ages within the Early Years

Have the ability to lead aspects of school improvement within EYFS and ensure that all children are given opportunities to excel; there are no ceilings to learning at our school!

Excellent communication skills and a good sense of humour

Ensure that mental health and well-being of all is central to your approach to teaching and learning.

In return we can offer:

- Kind, caring, hard-working and motivated children;
- Friendly, supported and motivated staff team who are committed to improvement;
- Positive working environment;
- A commitment to staff wellbeing;
- A school on a journey of ongoing improvement and development;
- Full commitment to ongoing professional development opportunities

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including:

JOB DESCRIPTION

Job Title	EYFS Lead and Reception Class Teacher
Responsible to	Headteacher
Job Purpose	The successful candidate will be expected to carry out the duties of a teacher/lead in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Head teacher.
Professional Responsibilities	<ul style="list-style-type: none"> • Lead the EYFS (Nursery and Reception) effectively • Implement and deliver an appropriately broad, balanced and relevant curriculum for pupils in conjunction with the Head of TL&C, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school and Local / National expectation. • Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils. • Implement and monitor impact of support plans for individual pupils. • Foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential • Share in the development and review of the EYFS curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider EYFS team. • Provide mentoring and training for EYFS staff as required, in line with school improvement priorities. • Support and contribute to the school's responsibility for safeguarding children
Responsible for	<ul style="list-style-type: none"> • Closely liaise with parents and guardians, professionals within Early Years Foundation Stage and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers). • Standards and outcomes for pupils in EYFS. • Motivate children's learning, both indoors and outdoors, encouraging learning through experience • Ensure the smooth transition between Nursery and Reception and Reception to Year 1.
Duties	<ul style="list-style-type: none"> • Teach all areas of the foundation stage curriculum • Work with the EYFS team to plan, prepare and evaluate all aspects of EYFS provision • Provide pastoral care and support to children and providing them with a secure environment in which to learn • Develop and produce visual aids and teaching resources • Organise learning materials and resources, making imaginative use of resources • Assist with the development of children's personal/social and language abilities • Support the development of children's basic skills, including physical coordination, speech and communication

	<ul style="list-style-type: none"> • Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play • Develop children's curiosity and knowledge • Work with others and contribute to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors • Share knowledge gained with other practitioners and parents/carers • Observe, assess and record each child's progress using the school's tracking system, and prepare reports for external agencies • Attend pupil progress meetings for Nursery and Reception as EYFS lead • Attend in-service training • Ensure the health and safety of children and staff is maintained during all activities. • Keep up to date with changes in the EYFS and National Curriculum and developments in best practice • Be adaptable and flexible
Other Duties	<ul style="list-style-type: none"> • Play a full part in the life of the school community and support its distinct ethos, vision and values • Follow and actively promote the school's policies and procedures. • Comply with health and safety policy and undertake risk assessments as appropriate. • Actively pursue own personal and professional development.

PERSON SPECIFICATION

Qualifications & Experience	Qualified to degree level including Qualified Teacher Status
	Early Years training
	To have teaching experience of children under 5 and a thorough understanding of transition from Nursery to Reception and Reception to Year 1, including the new EYFS Framework and baseline assessment processes
	Excellent Early Years Practitioner with a proven track record of consistently good or better classroom practice and high outcomes for all groups of children.
Professional Knowledge and Experience	A clear understanding of how young children learn and the ability to plan for effective and high-quality teaching and learning in the Early Years
	An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children
	To have experience and understanding of working with children with SEND and EAL
	The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities
	To be able to manage behaviour effectively using a range of positive strategies
	Experience of planning and organising an enabling and engaging learning environment inside and outside
	A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning
	To lead by example through consistently high-quality practice in all areas
	The ability to maintain professional and positive relationships with children, staff, parents and external agencies
	A clear understanding of how to teach phonics using 'Letters and Sounds' in the EYFS
	An understanding of how to adapt learning to provide appropriate levels of challenge so that all pupils make good progress
	The ability to use assessment information effectively to plan next steps for all children.
	To work collaboratively and supportively with colleagues within EYFS, the wider school and outside agencies
	The ability to lead and motivate a team of staff
	To be committed to continual personal and professional development. To be reflective and learn from past experiences
	To be committed to equality, diversity and the inclusion of all
	To be able to communicate clearly both orally and in writing
Personal Characteristics	Be reliable with a high degree of integrity
	Possess excellent interpersonal skills and be able to form effective working relationships
	Be well-organised, enthusiastic, energetic and flexible
	Be resilient and demonstrate the ability to work under pressure.
	Manage time effectively
	Value and respect the views of children
	Self-motivated and able to take initiative and responsibility
	Demonstrate a willingness to learn with and from colleagues
	Be proactive in maintaining own professional development and willing to seek help from others when needed
	A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required
	Adhere to the School's code of conduct

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.

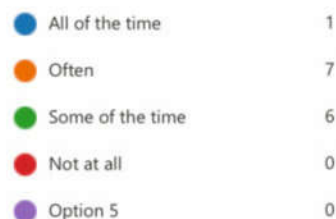
On a practical, day-to-day basis you can expect:

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](#)



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

[More Details](#)



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

[More Details](#)

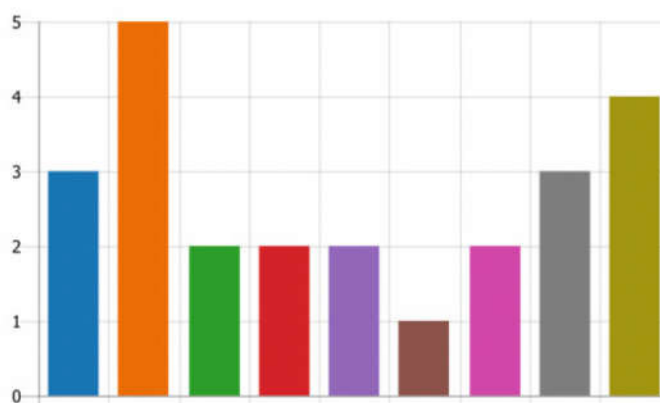
Yes	9
No	1
Don't know	3



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](#)

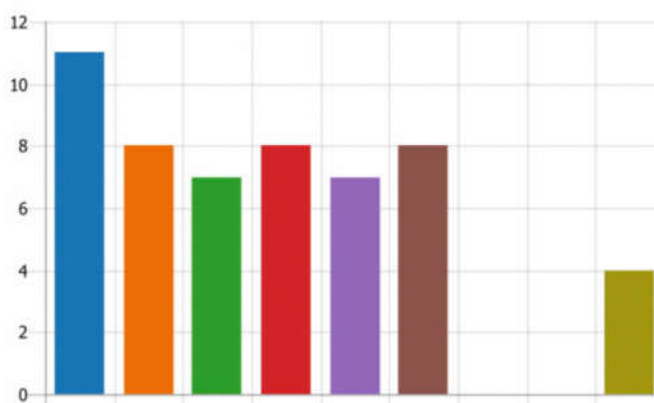
Accountability	3
Workload / work-life balance	5
Admin tasks	2
Relationships with parents	2
Relationships with colleagues	2
Relationships with SLT	1
Pastoral concerns relating to p...	2
Other	3
have not felt stressed or unh...	4



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.

