



Believe and You Can Achieve

John Gulson Primary School

Headteacher

L 21 - L27

The Governing Body at John Gulson are looking to appoint a Head Teacher who shares our values and commitment to school improvement, raising standards and understands and appreciates the unique context of our school and its diverse community.

John Gulson is a popular, larger than average, primary school located in the centre of the City of Coventry with 638 pupils currently on roll. We are proud to provide a child centred, caring environment where children are happy to come to school and are eager to learn.

Our Head Teacher will:

- be a consistent and reliable leader who has a proven track record of raising standards in Teaching and Learning.
- be effective in managing change and has the ability to make change happen.
- possess attitudes, values and a mindset that can facilitate commitment and transformation.
- be able to communicate their ideas clearly.
- inspire and influence motivation, self- esteem, and teamwork.
- be a strategic thinker who can communicate their vision for the school clearly to all stakeholders.
- have the ability to problem solve and to creatively resolve issues along the way.
- be able to develop and build co-operative relationships within the whole school community.
- be child focused in their approach, putting children at the heart of everything they do.

As a school we offer:

- Happy, considerate and enthusiastic pupils who contribute fully to school life.
- Strong community links and well engaged parents, carers and families
- A strong history of inclusion.
- An effective, supportive and knowledgeable Governing Body.
- Committed teaching and support staff.

We warmly invite you to visit the school week beginning Wednesday 4 September. To arrange an appointment please contact: Jay Patel, School Business Manager, John Gulson Primary School, j.patel@johngulson.coventry.sch.uk

Applications will close at midnight on Monday 9 September 2019.



Head Teacher Candidate Pack 2019



John
Gulson
Primary
School

John Gulson Primary - facts

- 📍 Location: Hillfields, Coventry
- 📊 Ofsted rating: Good, 2019
- 👥 NOR: 638
- 👥 Staff: 75
- 📊 Attendance : 96%
- 📊 EAL: 79%
- 📊 SEND: 14.9%
- 📊 Pupil Premium: 29%
- 📊 EYFS: GLD 65%
- 💰 Budget: £2.624m



John Gulson Primary School is a larger than average primary school. It is a three-form entry school, with a 78 place Nursery, to provide 638 places for pupils currently.

The school serves a diverse and disadvantaged area: pupils start Foundation Stage with attainment below national expectations; over 30 community languages are spoken, with over three quarters of pupils speaking English as an additional language. The transient local population means pupils join every year with minimal English. The majority of new arrivals are the children of refugees or asylum seekers, with a significant percentage of pupils of Gypsy Roma heritage from Eastern Europe. While many families face many social, economic and financial challenges, our school motto ***'Believe and you can Achieve'*** reflects our belief that all of our children can, and do, succeed.

We have a caring and dedicated staff team who work very well together. Our school is split into phases: Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Each phase is led by an Assistant Head who provide Key Stage Leadership.

The Leadership Team consists of Head Teacher and 2 Deputy Head Teachers. The extended leadership of the school includes 4 Assistant Head Teachers, an Inclusion Leader who is also a fully qualified SENCO and holder of the National Award for SEN Co-ordination (NASENCO). This wide, non-class based leadership team supports staff

and children, with a clear drive on raising standards. In addition we have Maths, English, Science curriculum leaders. We have two TLR leading teacher posts for PSHE and Community.

So what is special about John Gulson?

We are an inclusive school – this means that we welcome all children and adults equally and have an unconditional positive regard for everyone. We have a strong mentoring team led by our excellent Inclusion Lead, a Family Support Worker and Learning Mentors who all support the well-being of our children and their families.

We are a caring school – our children and their families matter most to us and as a result, parents, carers and families over successive generations contribute to long and trusting relationships which are the foundation of our school.

We are a very positive school. Our children are polite, courteous and well behaved. We ensure that the children are praised and rewarded and encourage peer to peer support. We have many successes and are very proud of them.

We are a listening school. The children have lots to tell us and we encourage that through lessons and the School Council. Parent views are also very important to us - we were awarded the Parent Partnership Award in 2016 and are currently working towards renewing our validation. Many parents attend our workshops and events to learn with their children. We have a strong and committed Governing Board who provide effective support and challenge to the Leadership.

We believe teaching and learning should be exciting. The curriculum is built on a wide variety of curriculum related experiences through trips and visits and children are encouraged to learn actively.

We invest in the school environment to maintain high standards in all that we do. We have recently developed registered Nurture provision to our school which has had



significant impact on progress and attainment of pupils who may struggle within mainstream classes and require support with their emotional well-being. It is a fantastic new resource. In addition the entrance to the building has recently been refurbished and has a modern,

friendly feel for our families and visitors to feel welcomed. We offer Community Room which is now available for families to access during the school day. Currently the school is providing ESOL classes for parent carers, craft making workshops and in the Autumn term we will be introducing Infant and Baby Massage classes. We are proud of our staff, who are passionate and committed in the work they do. We need great teaching for the children to make great progress. Staff development is a priority for the school and we invest in programmes of ongoing, bespoke, professional support.

School priorities

Whilst our progress is strong, our focus is to continue to raise attainment across the curriculum. We are proud to say that some improvements have been significant, being in line with the floor targets in maths and reading this year. We believe that our children still have incredible potential to reach further, especially in higher standards and greater depth.

In March 2019, the school was inspected by Ofsted, who found it to be a good school. Current school self-evaluation, grades the school as requires improvement.

Our recent priority, like many schools nationally and locally, has been reading. Our newly re-furbished library looks fantastic and our focus on whole school approaches is ensuring that our children have a love of reading. World Book day is always a significant event in our school, with everyone dressing up!

Our ethos

We foster the culture of transparency and honesty in our school by remaining open to appropriate challenge, encouraging solution focused approaches, celebrating our community and remaining professionally reflective on our improvement journey.

The school is an integral part of our local community and we have strong relationships with parent carers. We are fortunate to have a supportive local community – they are polite, welcoming, respectful and interested. They fully support the work of the school.

The staff team are open and caring. They do have to work very hard and there are challenges here, but it is clear that they have an unshakeable moral purpose to make a difference and to improve outcomes for our children.

John Gulson has a strong partnership base, working closely with the Aspire, LA and other local networks in order to ensure the ongoing drive to further develop the

“Believe and you can achieve”

quality of education provided for pupils at John Gulson and to raise standards is maintained.

Please visit the website where there is a wealth of further information about our school. We would also encourage you to visit our school, so that you can see for yourself what a fantastic place it is.

John Gulson Primary School : Provisional Data Overview July 2019

Key Stage 2 Overview 2019

	Reading	Writing	EGPS	Maths	RWM	Science
TA 2019	--	56 (2)	--	--	--	71
School 2019 (Test)	61(65) GDS – 14(15)	--	75(80) GDS – 37(40)	70(74) GDS – 21(22)	49(53) GDS – 2(3)	--
National 2019	--	--	--	--	--	--
School 2018	58 GDS - 17	71	77 GDS - 42	68 GDS - 16	48	--
National 2018	75	78	78	76	64	--

Data in brackets is with - children disappled

Key Stage 1 Overview 2019

Teacher Assessment data

	Reading	Writing	Maths	RWM	Science
TA 2019	66 (13)	59 (8)	68 (13)	57(7)	72
School 2018	74 (10)	56 (0)	70 (16)	56(0)	85
National 2018	75 (26)	70 (16)	76 (22)	65(12)	83

Data in brackets is percentage of children at greater depth

Phonics Overview 2019

	Year 1	Year 2

2019	61 (64)	77 (82)
School 2018	74 (83)	89 (94)
National 2018	82	92

Data in brackets is with children who could not access the test removed

EYFS Overview 2019

	GLD
2019	65
School 2018	74
National 2018	71.5



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CV1 4HB

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Dear Applicant,

On behalf of the Governing Body I am delighted that you have shown an interest in the vacancy for Headteacher of John Gulson Primary School. We hope that you consider making a formal application for the post.

We are an Ofsted rated 'good' school with a determination for improvement. We know we can do better.

We are looking for an inspirational Headteacher who will lead the schools' improvement journey, enabling staff to actively contribute to the positive outcomes for our children. We need an individual with the drive and passion who will ensure that all children achieve their full potential, combined with strong leadership, management and interpersonal skills. We have a positive, caring ethos and we are very proud of our school.

Visits to the school are warmly welcomed week beginning Tuesday 3 September and may be arranged by contacting the School Business Manager, Jay Patel, j.patel@johngulson.coventry.sch.uk.

Further information is available on the school website

<http://www.johngulson.coventry.sch.uk/>

Thank you for considering this post. I look forward to hearing from you.

Yours sincerely

Jane Friswell

Jane Friswell

Chair of Governors

John Gulson Primary School

JOB DESCRIPTION (July 2019)

Post title	Headteacher
Salary Range	L21 - 27
Responsible to	The Governing Body
Responsible for	All school staff (teachers and support staff)

1. LOCATION John Gulson

2. JOB PURPOSE

The headteacher is responsible for providing vision and ensuring continuous improvement in standards of education throughout the school. The headteacher will be expected to promote the intellectual, spiritual, moral, cultural, social and physical development of all the pupils through strong professional and personal leadership.

The effective involvement of parents/carers, partners and community is a key aspect of the role.

The headteacher is expected to lead this good primary school whilst demonstrating a drive and passion for promoting learning excellence and school improvement and be rigorous in performance management.

The headteacher will lead an effective and motivated team of teachers and support staff.

3. RESPONSIBILITIES OF THE ROLE

Strategy and policy

The headteacher will work in partnership with the Governing Body and alongside staff to develop a strategic vision for the school in its local and national context and analyse and plan for its future needs and further development.

To achieve this, the headteacher will:

- Guide the strategic direction and development of teaching and learning

- Ensure the school improvement plan supports and develops the educational values and aims
- Ensure that all policies are regularly reviewed and updated and the senior leadership and Governing Body are involved in the process
- Monitor, evaluate and review the impact of the policies and targets on standards and quality and take any follow-up action as may be necessary
- Demonstrate the vision and values in everyday work and practice
- Be rigorous in performance management
- Engage with key partners, including the Local Authority, successfully to implement the improvement of the school
- Actively promote the role of the school at the heart of the local community
- Ensures creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.

Teaching and learning

The headteacher will secure and sustain effective teaching and learning throughout the school. They will implement procedures to monitor and evaluate the quality of teaching and the standards achieved by the pupils, and set reasonable but challenging targets for improvement. They will lead the continued development of an enriched and enhanced curriculum which promotes the achievement and wellbeing of all pupils.

To achieve this, the headteacher will:

- Determine and secure a learning environment which is relevant to the curriculum to promote successful teaching and learning and high standards of achievement
- Set realistic but challenging targets for improvement for all members of the school
- Ensure effective strategies and services are in place to meet the needs of all the pupils within a fully inclusive provision
- Develop effective partnerships with parents to support and improve pupils' achievement and personal development
- Develop and promote effective links with the community and providers to extend the curriculum and enhance teaching and learning
- Build a school culture and curriculum which takes account of the richness and diversity of the school community
- Engage with partners within the Aspire Schools Network to provide comprehensive professional development opportunities in order to improve the quality of teaching within the school and throughout the city
- Successfully implement strategies which secure high standards of behaviour and attendance

- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

People

The headteacher will lead, motivate, support, challenge and develop all staff to secure continuous improvement.

To achieve this, the headteacher will:

- Motivate and enable the teaching and support staff to develop expertise in their respective roles through high quality continuing professional development
- Regularly review the staffing and leadership structure to meet the needs of the school
- Be responsible for and implement the recruitment and induction of all staff within the school
- Deploy and manage all members of staff, allocating appropriate responsibilities
- Supervise and participate in the performance management of staff
- Ensure that the policies and procedures promote equality of opportunity for staff and pupils

Resource management and accountability

The headteacher will deploy colleagues and resources efficiently to meet the specific objectives of the school improvement plan.

To achieve this, the headteacher will:

- Fulfil commitments arising from contractual accountability to the Governing Body
- Produce, in partnership with the Governing Body and with the assistance of the Business Manager, the annual budgets, setting appropriate priorities for expenditure and allocating funds accordingly
- Determine the effective and efficient use of accommodation ensuring that accommodation is maintained to the highest possible standards throughout the school
- Manage, monitor and review the use of all available resources in order to improve the quality of education, improve pupils' achievement and to secure value for money
- Ensure the school provides a safe and secure environment for all pupils and staff
- Ensure that sound reporting systems are implemented which inform the Governing Body and support them in fulfilling their strategic role
- Ensure that all staff recognise and fulfil their accountability for the success of the school

- Present a coherent and accurate account of the school's performance in an appropriate form for a range of audiences, including Ofsted, the Governing Body and Local Authority
- Maintain and enhance the school's standing and role within the local community and nationally
- Use and integrate a range of technologies effectively and efficiently to manage the school

4. OTHER CONDITIONS

Health & safety

As a manager of people and resources, the headteacher has a contractual and statutory responsibility to monitor and maintain a safe, healthy and secure workplace; ensuring systems for health and safety operate and are reviewed at appropriate intervals. The postholder should be familiar with and abide by the Local Authority's Health & Safety policy.

Safeguarding

This school is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff to share this commitment. The headteacher will be responsible for ensuring all systems and procedures for safeguarding are robust and effective and will engage and co-operate with relevant agencies to protect pupils.

5. TRAINING AND DEVELOPMENT

The school is committed to the continuous professional development of its staff in order to meet the school and the individual's objectives. The headteacher is therefore responsible for regularly agreeing the training and development needs with each member of staff and all employees will be encouraged to contribute to the identification of their own needs and meeting their own objectives and related development priorities.

6. GENERAL DESCRIPTION OF ACTIVITIES/FUNCTIONS

The appointment is subject to the current conditions of employment for Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

This job description may be amended at any time in accordance with the needs of the school after discussion and appropriate consultation with the post holder.



Head Teacher Person Specification July 2019

Criteria	How assessed
Qualifications & training <ul style="list-style-type: none"> • Qualified teacher status • Evidence of continuing professional development, including post-graduate qualification/accreditation • NPQH completed or started/applied for 	 APP APP APP

Knowledge, skills & experience <ul style="list-style-type: none"> • Successful experience either as Head teacher or experienced Deputy Head teacher in the primary phase • Proven experience of raising standards of teaching and learning for all pupils • Proven track record of positive leadership impacting on standards in which staff have been supported to develop their skills • Previous experience of successful curriculum innovation, including the proven ability to lead the development of an enriched curriculum which reflects and meets the needs of a diverse community • Experience of successfully managing change • Excellent organisational skills • Excellent classroom practitioner, with experience across the primary phase 	 APP, FI APP, FI APP, FI APP, FI, ASS APP, FI APP, FI, ASS APP, FI, ASS
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<ul style="list-style-type: none"> • Understanding of and commitment to the protection and safeguarding of pupils • Proven ability to communicate clearly and effectively; engage with and influence staff, parents, pupils, the Governing Body and other partners • Proven ability to provide comprehensive, accessible and professional reports to key stakeholders, including the Governing Body and Local Authority • Successful experience of outward-facing partnership work with other schools and providers • Understanding of strategic financial management • Understanding of the characteristics and needs of an ethnically diverse community • Proven ability to analyse and use data to raise standards 	<p>APP, FI, ASS</p> <p>APP, FI, ASS</p> <p>APP, FI, ASS APP, FI, ASS</p> <p>APP, FI, ASS</p>
<p>Personal attributes</p> <ul style="list-style-type: none"> • Able to demonstrate strong leadership skills and the capacity to develop leadership in others • Excellent interpersonal skills, including the ability to gain the confidence and trust of all members of the school community • Able to motivate and empower staff and pupils • Able to encourage the highest standards in all aspects of school life • Able to promote successfully a culture wherein all pupils aspire and achieve 	<p>APP, FI</p> <p>APP, FI, ASS</p> <p>APP, FI</p> <p>APP, FI, ASS</p> <p>APP, FI, ASS</p>
<p>Interest and motivation</p> <ul style="list-style-type: none"> • Commitment to raising standards for all • Commitment to equality of opportunity • Ability and enthusiasm to promote the school's vision, values and achievements • Commitment to securing the school's future at the heart of its community • Commitment to continuing to improve the school's very positive local reputation 	<p>APP, FI</p> <p>APP, FI, ASS</p> <p>APP, FI</p> <p>APP, FI</p> <p>APP, FI</p>

<p>Personal qualities</p> <ul style="list-style-type: none"> • Open • Trustworthy • Resilient • Professional • Solution-focused • Emotionally intelligent • Supportive • Inclusive • Fair • Approachable 	<p>APP, FI APP, FI APP, FI, ASS APP, FI, ASS APP, FI, ASS APP, FI, ASS APP, FI</p>
<p>References</p> <ul style="list-style-type: none"> • Excellent and unequivocal 	

Measured by key:

APP = application form including the letter of application

ASS = assessment activities

FI = formal interview