



Interim Executive Headteacher

Candidate Pack 2019

John Gulson Primary School



Letter from the Chair of Governors

Dear Applicant

On behalf of the Governing Body I am delighted that you have shown an interest in the appointment of Interim Executive 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 to improve significantly. We know we can do better and we must!

We are looking for an inspirational leader who will motivate and lead the schools' improvement journey, enabling staff to actively contribute to the rapid improvement in outcomes for our children. We need an experienced senior leader in education who has the drive and passion to 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.

Our expectations of you are high, as our Interim Executive Headteacher you will mentor our leadership team and take the lead on implementing change to strengthen the leadership capacity of our school. We need you to be the best you can be to professionally coach and nurture our school to deliver a new and improved leadership model which provides a sustainable future.

Calls are warmly welcome week beginning **Monday 18th to Friday 29th November 2019** and can be arranged by contacting **Caroline Olsen at Academicis** colsen@academicis.co.uk or by calling **01223 907979**.

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



Our School Context

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.

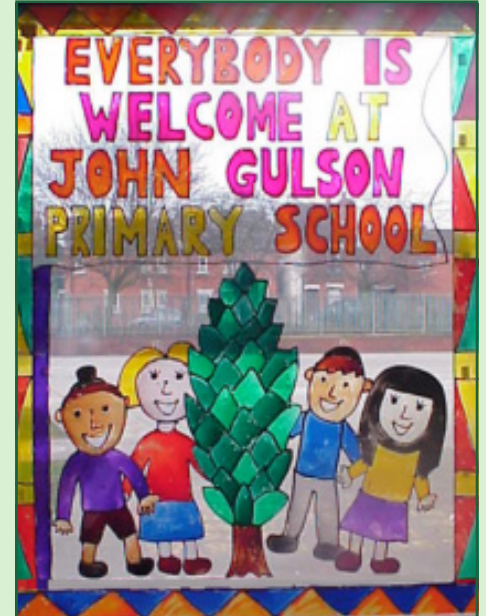


We have a caring and dedicated staff team who work very well together. Our school is split into phases: Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Each phase is led by an Assistant Head who provide Key Stage Leadership.

The Leadership Team presently consists of a Headteacher and 2 Deputy Headteachers. The extended leadership of the school includes 4 Assistant Headteachers (**3 from January 2020**), and an Inclusion Leader who is also a fully qualified SENCO and holder of the National Award for SEN Co-ordination (NASENCO). This wide, 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.

Since September 2019 Governors have commissioned two part-time Consultant headteachers to lead the school during the period of absence of a substantive Headteacher. However, during the course of the autumn term, the school's self-evaluation indicates a requirement for sustained strategic leadership over the next two years to provide a secure, good quality of education for all our pupils.

Consequently, Governors believe that the restructure of the school's leadership capacity will enable the



appointment of an Interim Executive Headteacher on a part-time basis (0.6fte) for a two year period beginning in January 2020. The Interim Executive Headteacher will be expected to revise, secure and appoint a new model of school leadership, to begin implementation from early next year. We believe we can generate long term sustainability of the leadership capacity of the school under the direction of our Executive Headteacher. This is an exciting opportunity for both the school and candidates.

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 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 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 re-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 meaningful 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 re-furbished and has a modern, friendly feel for our families and visitors to feel welcomed. We offer a Community room facility 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 can be 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 (Section 5) by Ofsted, who found it to be a good school. However, the inspection outcomes makes it clear that the school has considerable work to do and requires improvement. Current school self-evaluation, grades the school as inadequate in key aspects of school leadership and capacity to improve.

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 that the ongoing drive to further develop the 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 disapplied

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



INTERIM EXECUTIVE HEADTEACHER

Job Description

Reporting to: **The Governing Body**

Salary: **Negotiable – Scale point up to initially pt 31, review after Year 1**

Contract: **Two year initial contract, 0.6 f.t.e.**

Main Purpose: To provide excellent strategic leadership across the school in order to secure successful and rapid improvement at whole school level. To ensure high quality provision for all children and improve standards of achievement. To promote high quality career development and professional mentoring for all staff, particularly the leadership capacity of the school and to engage with the wider community.

Strategic Direction and Development of the School

The Interim EHT, working with the leadership team, governing body and stakeholders will develop and deliver strategic objectives for the school community and will:

- Work collaboratively with the leadership team, the staff, pupils, governors and other stakeholders to further develop and maintain the values and ethos that are central to its success;
- Provide purposeful and inspirational leadership for staff and pupils across the school;
- Create, extend and implement the overall aims and strategic objectives of the school improvement plan and securing the culture of an improving school;
- Ensure that the leadership, management (including finance), organisation and administration of the school supports the vision and values of the school;
- Develop or oversee the development of policies and procedures that meet the needs of national, local and school priorities. Monitor and evaluate those policies and procedures, reviewing their effectiveness and taking decisive action where necessary;
- Monitor and evaluate the overall performance of the school, taking decisive action, responding and reporting to the governing body as required;



- Ensure that excellent standards of safeguarding and welfare are upheld;
- Ensure that agreed values and ethos are embedded across the whole school community.

Teaching and Learning

The Interim EHT, working with the leadership team, will secure and sustain high quality teaching, learning and assessment throughout the school and will:

- Monitor and evaluate the quality of teaching and learning of all children in order to secure the school's challenging, yet realistic, targets for improvement;
- Ensure that the school maintains an environment and code of behaviour that can promote outstanding teaching and learning for **all** staff and children;

- Ensure that the school determines, designs and implements a curriculum and systems of assessment that meets both statutory requirements and the needs of all pupils;
- Ensure a regular and purposeful review of the curriculum and its assessment arrangements to seek further improvement, raise attainment and progress for all children;



- Determine and implement a policy for the personal, social and moral development of all children – including the promotion of the preparation for life in modern Britain and the fundamental values of democracy, with links to the community to improve outcomes for children;
- Monitor and evaluate assessment outcomes – both internal and external data – to identify areas for further improvement and to challenge underperformance;
- Ensure that the school creates and maintains an effective partnership with parents/carers to support and improve children's achievement and personal development;
- Maintain and develop effective links with the wider community to extend teaching and learning and to enhance the reputation of the school within the area;
- Promote equality and inclusion across the whole school community.

Leadership and Management

The Interim EHT will lead, motivate, support, challenge and develop staff to secure improvement and will:

- Effectively support the leadership team to achieve their aims and objectives;
- Ensure effective working relationships with the leadership team and the governing body;
- Work with governors and senior staff to recruit and retain high quality staff in all areas of school life;



- Be responsible for ensuring regular, timely and efficient communication with the leadership team;
- Ensure appropriate CPD for all staff, including an appropriate induction of all newly appointed staff;
- Ensure that newly qualified teachers have a clear development programme and an appropriate mentor;
- Delegate to the schools' leadership team to assume responsibility for the discharge of the Interim EHT's roles and responsibilities at any time when absent from duties;
- Ensure that specific roles and responsibilities are carried out to the highest standard;
- Ensure that the roles and responsibilities of senior staff are carried out to the highest standards;
- Directly lead and manage any staff who are employed at the school.

Managing the Organisation

The Interim EHT will ensure that people and resources are deployed efficiently and effectively in line with the teaching, learning and financial strategic objectives of the school and will:

- Monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve children's achievement, enhance

staff's skills and abilities, ensure efficiency and secure value for money;

- Ensure that secure arrangements are in place that maintain, monitor and improve the health and safety of the site and the safety of all who enter them;
- Oversee the appropriate priorities for expenditure, allocation of funds and effective administration, control and operation of budgets;
- Ensure effective working relationships with external agencies and service providers.

Securing Accountability

The Interim EHT will be accountable for the overall efficiency and effectiveness of the school and will:

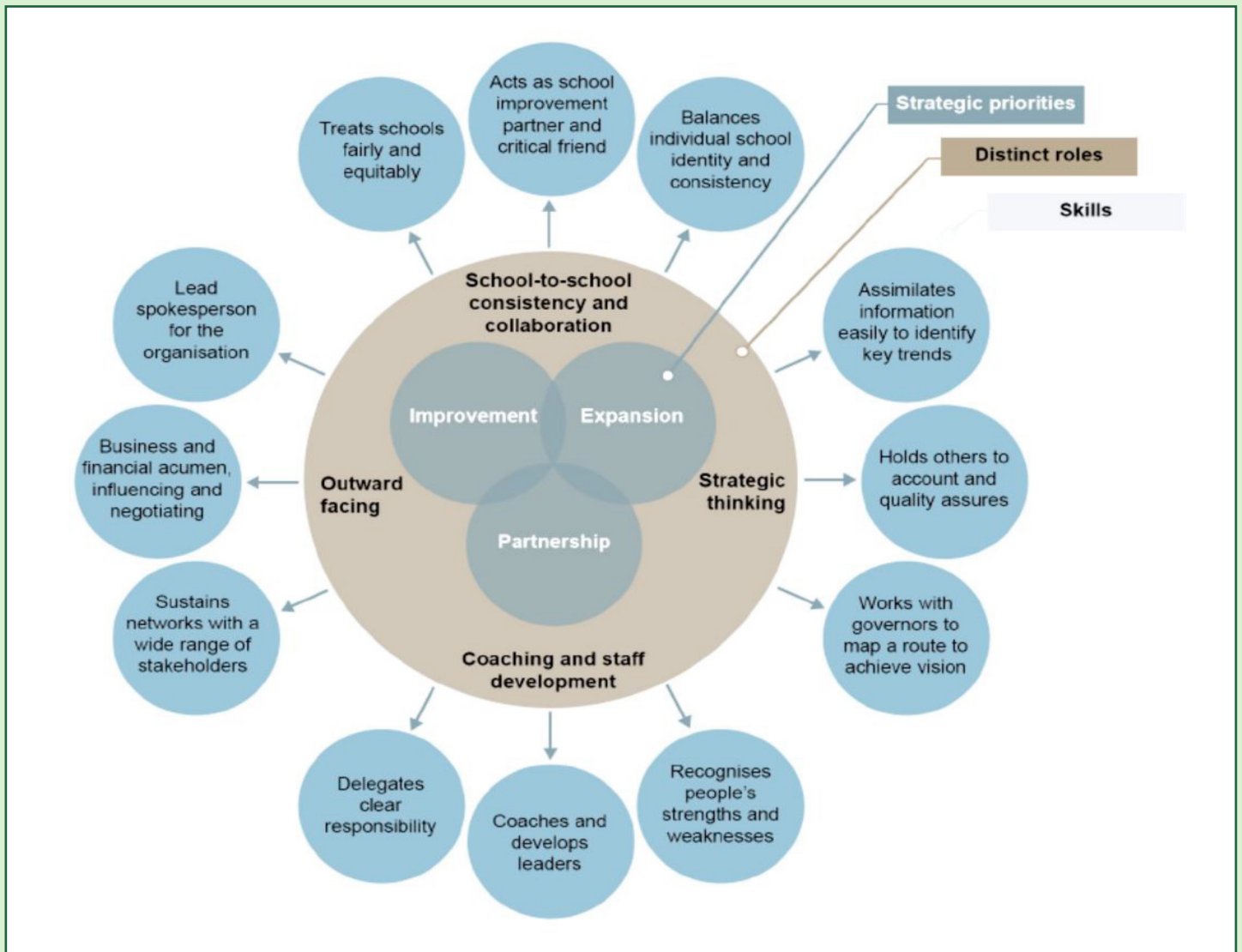
- Develop an ethos which enables everyone to work collaboratively as an effective school;
- Ensure that all staff within the school recognise that everyone is accountable for the success of the school and ensure that internal organisation secures that objective;
- In conjunction with the leadership team, present a coherent and accurate account of the schools' performance in a form appropriate to the range of required audiences; including governors, the local authority, the local community and Ofsted;
- Ensure that parents/carers are well informed about the curriculum and their child's attainment and progress. Equally, ensuring that parents/carers are supported in helping their child to achieve further;
- Ensure that children too, are well informed as to their current performance and their next steps in learning
- Provide information, objective advice and support to the governing body to enable it to meet its range of responsibilities, including advising them of current and future trends
- Carry out any duties that may be reasonably required by the governing body.



Person Specification

Qualifications and Training	
Qualified teacher status and degree qualification	E
Up to date safeguarding training	E
Up to date safer recruitment training	E
Further training in school including professional coaching qualifications	E
Ofsted training	D
Experience	
Substantial experience of headship	E
Experience of working in an environment with Ofsted rating of good or outstanding	E
Experience of sustaining and achieving school improvement	E
Experience of working to improve other schools	E
Experience of headship in a range of different schools and environments	E
Knowledge	
Up to date knowledge of safeguarding requirements and procedures	E
Excellent understanding of the primary curriculum including EYFS	E
Excellent understanding of data and its interpretation	E
Excellent understanding of how to meet the needs of all children	E
Excellent understanding of assessment without levels and progression	E
Leadership Skills	
A strategic thinker with the ability to create a shared, inclusive vision and strategic plan in partnership with governors, staff and other stakeholders	E
A strong, decisive leader with drive and enthusiasm, who listens to and values the opinions of others	E
Be well evidenced to lead school improvement – inspiring enthusiasm and confidence in all those involved in making teaching and learning a success	E
The ability to delegate aspects of leadership to other leaders in the school	E
Management Skills	
Strong organisational and management skills, including prioritisation and delegation	E
Ability to effectively use assessment (including data) to monitor and evaluate the effectiveness of learning outcomes and to identify priorities	E
Ability to design, implement or quality assure effective improvement plans	E
Ability to coach, develop and motivate staff to help them achieve both theirs and the school's/ federation's priorities	E
Ability to manage and effectively deploy staff and resources in line with strategic priorities	E
Ability to robustly and rigorously tackle underperformance working with individuals ensuring correct procedures are followed	E
Interpersonal Skills	
To be the outward face of the school promoting a strong and positive image	E
An excellent communicator with strong interpersonal skills. The proven ability to build trust, respect and positive working relationships with others	E
Ability to build excellent relationship with and families	E
Personal Qualities	
Passionate about teaching, learning and children's achievements both within the curriculum and beyond	E
Strong attention to detail	E
Ability to work under pressure and remain calm in difficult circumstances	E

Expected Skills



Taken from NFER Research Document:
Executive headteachers "What's in a name?"



Believe and you can achieve



How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our Head of Delivery, **Caroline Olsen** at **Academicis**:

colsen@academicis.co.uk or call her on 01223 907979.

In addition, you will need to submit a Supporting Statement, setting out the relevant experience, skills and competencies you will bring to the role and your vision for John Gulson Primary School.

Please email your application to: **colsen@academicis.co.uk**

Closing date: Noon, Monday 2nd December

Shortlisting: Tuesday 3rd December

Interview dates: Monday 9th and Tuesday 10th December

We look forward to hearing from you!

John Gulson Primary School
George Street, Coventry CV1 4HB

