



Headteacher

Candidate Pack 2020

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 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 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 **13th January 2020** 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 structure presently consists of 2 Deputy Headteachers, who are acting up in the absence of a Headteacher. The extended leadership of the school includes 3 Assistant Headteachers 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.

The current structure of two Acting Headteachers is being supported by an Interim Consultant one day per week. 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 a restructure of the school's leadership capacity will be needed. The Headteacher will be expected to revise, secure and appoint a new model of school leadership, to begin implementation from early this year. We believe we can generate long term sustainability of the leadership capacity of the school under the direction of a new 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



HEADTEACHER Job Description

Responsible for the Leadership and Management of all staff at John Gulson Primary School.

Reporting to: The Governing Body of John Gulson Primary School

Salary: Leadership Scale L21-L27 (However for the right candidate an uplifted salary may be negotiated)

The Headteacher will have overall responsibility for the organisation and management of the whole school. They will deliver vision, leadership and strategic direction to secure the overall effectiveness and continued improvement of the school.

The Headteacher is accountable to the Governing Body. The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Headteacher, and therefore this job description is aligned to this document.

Core Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To succeed, the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a safe culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school, accountable to the Governing Body. The Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet the aims and objectives.

The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

The Headteacher, working with and through others, will secure the



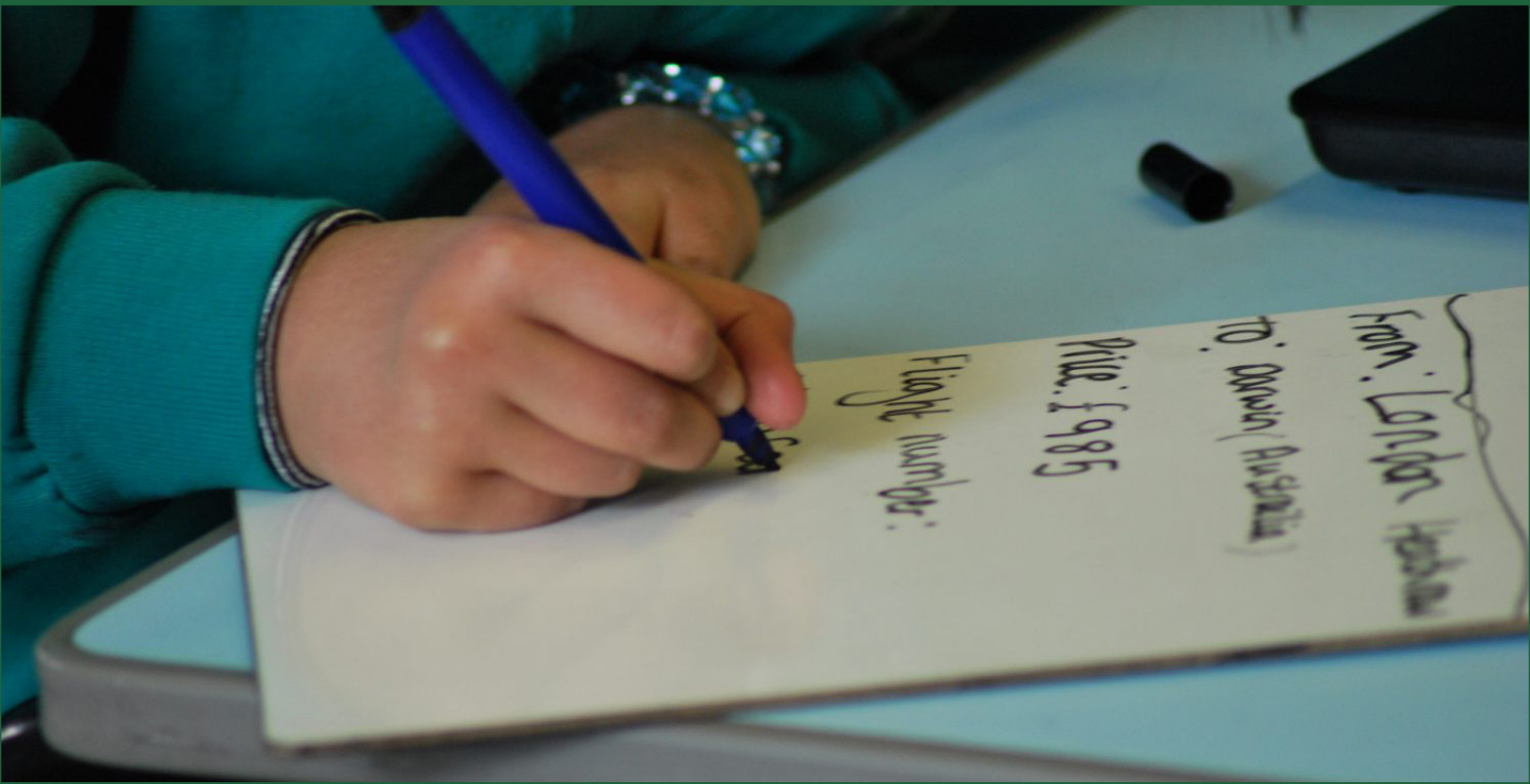
commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, other services and agencies for children and families, community organisations, the local authority and higher education institutions. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Leadership

- Embraces the values as set out by the Governors and ensures that these underpin all activities and inform all relationships;
- Defines and implements the school's vision and strategy so that it is understood, agreed and acted upon across the school community including staff, parents and pupils;





Job Description *continued*

- Identifies priorities and targets for ensuring that pupils achieve high standards and make good progress, increases teachers' effectiveness and secures continuous school improvement;
- Is an inspiring communicator to different audiences across the school community;
- Strategically plans for future needs and the further development of the school;
- Challenges, supports, motivates and develops all staff to raise their performance by setting effective performance targets;
- Leads by example, is personally visible and observably committed to the school;
- Demonstrates a leadership approach which is focused, flexible, and inclusive;
- Engages, develops and nurtures all staff.

Teaching and Learning

- Develops and agrees a curriculum policy to meet statutory and pupil requirements that supports the school's aims and needs;
- Implements highly effective strategies to support and challenge teachers to achieve outstanding teaching and learning outcomes;
- Operates systems for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using data and setting targets for achievement of all pupils, especially those in vulnerable groups;
- Promotes excellence in teaching and learning, using the latest evidence base, ensuring a continuous focus on pupils' achievement and the development of the whole child;

- Ensures that a varied and rich educational experience is available for all pupils, including a variety of extra-curricular opportunities;
- Ensures effective and appropriate pastoral support is available to pupils;
- Ensures there are systems for and appropriate action in relation to individual pupil progress and achievement, maintaining high expectations for all pupils;
- Through measurement and analysis, identifies and acts on areas of development in relation to all aspects of school improvement.

Relationships

- Demonstrates inclusiveness and respect in dealings with pupils, staff and others within the school community;
- Promotes personal responsibility, rewards excellence and deals appropriately with underperformance;
- Ensures a high standard of professional development for all staff;



Job Description *continued*

- Demonstrates personal resilience and sustains that of other staff;
- Creates conditions for pupils, staff and the school community to speak up and be heard if they have concerns or ideas for improvement;
- Demonstrates the personal capability to coach for high performance and develop coaching within school management as standard;
- Demonstrates relevant consultation and cooperation around change affecting the school or groups or individuals within it.

School Improvement

- Demonstrates a constant drive for school improvement;
- Is aware of and responsive to developments in educational policy, techniques, leadership and management practice;
- Ensures the successful delivery of the values, vision, aims, ethos, strategy and objectives;
- Creates school systems and structures in support of outcomes and priorities;
- Monitors the performance of school policies and amends as appropriate to support school improvement or compliance with laws, regulations or educational policies;
- Uses data to create insights for the Governing Body, staff and parents/carers into how to support school improvement;
- Promotes collaboration and the exchange of ideas within school and across schools;
- Creates, implements and monitors school improvement plans.

Management

- Works with school leadership team and the Governing Body to set an annual budget consistent with school priorities;
- Recruits, develops and retains staff of the highest quality;
- Plans for and deploys all staff effectively to improve the quality of outcomes;

- Monitors and manages school budgets to secure the long term future of the school;
- Ensures the school sets and maintains high standards for health, safety and well-being;
- Reports openly and honestly to the Governing Body on the performance of the school;
- Manages the effective application of school pay and performance policy;
- Works with unions or other employee representatives where required to do so;
- Works in partnership with the local education authority, local schools and other agencies;
- Upholds the school's obligations for safeguarding and working with pupils;
- Ensures the school operates best value principles in purchasing goods and services and the allocation of school capital expenditure.

Community

- Promotes community engagement including pupils, staff, parents/carers and local residents and organisations;
- Creates and maintains an effective partnership with parents/carers using a range of approaches and media;
- Promotes an honest and positive image of the school, supporting parent choice and providing information through the school website;
- Maintains positive relationships with other schools, particularly nursery and secondary schools to support the smooth transitions of pupils;
- Develops the school as an integral part of the local community by, engaging in community celebrations and other events as appropriate.



John Gulson Primary School's Governing Body is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

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 improvement	E
Ofsted training	D
Experience	
Substantial Experience of Leadership	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	D
Leadership experience in a range of schools/settings	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 parents, carers 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

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: Wednesday 22nd January

Shortlisting: Thursday 23rd January

Interview dates: Tuesday 28th January

We look forward to hearing from you!

John Gulson Primary School
George Street, Coventry CV1 4HB

