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**Headteacher:** Lisa Batch

Dear Prospective Candidate

Thank you for your interest in our vacancy for a **Key Stage 4 Nurture Class Teacher (TMS/UPS + 1 SEN point)**. **This is a part time, permanent position.** We are seeking a highly driven and creative classroom teacher to lead our Key Stage 4 nurture curriculum from September 2019.

The class currently comprises 7 Year 10 students who will remain together as they progress into Year 11 and then the majority into our Post 16 following work placement and employability/life skills courses. They are a cohesive group of students who present little in the way of behaviour challenges but require support with understanding key concepts and consolidating learning.

Our thematic curriculum, aimed at inspiring these students to engage in learning, is based on the students' interests and the National Curriculum, with an emphasis on Literacy, Numeracy and Life Skills. The Personal Learning and Thinking Skills are core aspects of our curriculum and activities need to be planned to enable students to not only develop these life skills but also reflect on their own progress and understand the significance of them to their learning and personal development.

Our students are a credit to our school and bring with them a wide variety of needs, abilities, aspirations and behaviours. They provide inspiration as well as challenge so planning and differentiation are essential elements of every lesson.

Academic attainment on entry to Corley Centre typically covers the full range of academic ability with the majority of students progressing in Key Stage 4 to GCSE qualifications, alongside a range of Level 1 and Level 2 alternatives. This class is the exception, with most working towards English and Maths Functional Skills and ASDAN Level 1 CoPE and Employability Certificates. A very small number with higher ability levels join the GCSE classes for English, Maths or Science as appropriate.

A Teaching Assistant is also assigned to the class and it is the relationship between teacher and TA which will model to the group the importance of social communication and respect.

Regular meetings with the SENCo will provide support and challenge. The two of you will work together to continue to shape the provision, drawing on research, the very best practice and student input to create a personalised learning environment where students extend their abilities as a result



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of high quality staff input. The vision is for a creative, talented and caring individual to create a calm, structured learning environment in which students can develop self-esteem and self-efficacy and move forward in their learning to maximise their true potential.

Teaching at Corley Centre is as much to do with developing our students' personal potential, as it is their academic. These two go hand in hand, as we know that in order to reach their academic potential, our students need to feel safe, valued and confident to take risks and stretch their abilities. They also need to be motivated and challenged in order to maintain their attention and so an inspiring, creative and progressive curriculum is vital. Our students require consistency and structure in addition to variety of content and delivery; it is this balance that our outstanding teachers are able to master.

We are looking for teachers who are committed to improving outcomes for children by continually striving to adapt provision and delivery to meet need, teachers who are prepared to self-reflect and work collaboratively with others to improve their practice to become an outstanding practitioner and then support others in reaching that standard also. We believe that staff development is key to raising standards. We are proud to have been awarded Autism Accreditation by the National Autistic Society and opportunities will be available throughout the year to attend in-house training sessions and to work collaboratively with our staff to continue to develop best practice in autism education. Teaching and Learning support is provided throughout the year as we aim to ensure our students receive outstanding opportunities in every classroom.

Positive mental wellbeing is a key ingredient to succeeding at school. The student-teacher relationship is integral to the role, allowing students to feel cared for and secure in their learning. The post holder will create an effective learning environment for students, in line with our autism strategies, by prioritising their mental wellbeing, communication, interaction and sensory needs. He/she will also understand that behaviour is an indicator of need and will plan accordingly to meet the specific behavioural needs of individuals. Support is readily available from all staff around managing challenging behaviours, but specifically so from our Middle and Senior Leadership Teams.

Our students are vertically grouped within our pastoral structure. Pastoral Mentors have the overview of each student's personal and academic progress and they monitor their behaviour and well-being with support from key staff. The post holder will need to liaise closely with each student's pastoral staff and contribute fully to Pastoral Support Meetings and our BTSS (Behaviours, Triggers and Successful Strategies) Forum, which bring together all staff in discussion about individual student needs. The post holder will be given a mentor role within our pastoral structure, either for a specific mentor group or as a member of the intervention team.

If you have no previous experience of a special school environment and have not perhaps considered this move previously, then please do come and visit, as I am sure you will be very pleasantly surprised. Please find additional information about Corley Centre at [www.corleycentre.co.uk](http://www.corleycentre.co.uk), including our 2017 Ofsted Inspection Report.

Thank you again for your interest in this post. If you think that you may be the person we are looking for and that Corley Centre may be the type of environment in which you wish to develop your career, please do not hesitate to contact me for an informal chat and a visit to our school.

I look forward to hearing from you.

Yours faithfully

