



Dear Candidate

Thank you for showing an interest in our vacancy for a full-time, permanent Teacher and Subject Leader for KS4 Life Skills (TMS/UPS + 1 SEN) to commence September 2020.

We are seeking a highly driven and creative classroom teacher to lead our Key Stage 4 Life Skills curriculum and take responsibility for the progress and personal development of a class of eight Year 10 and 11 students, as they progress through KS4 and potentially join our Post 16 provision. Depending on the school's staffing needs from September, there may also be some teaching of KS3 and KS4 PSHCE.

The post holder will commence the role by carrying out an audit and review of the current KS4 Life Skills curriculum offer, with support from senior leaders, to ensure that it is robust, aspirational, challenging and fully meets the needs of each of the eight students. Personalisation will be key to ensuring students maximise their learning potential and are fully prepared for the next stage in their education.

Our Life Skills curriculum begins in Year 7, with a clear pathway through KS3 into KS4 and beyond to our Post 16 Work Experience course. This post holder will have responsibility for the KS4 aspect of the curriculum and will work alongside the Subject Lead for KS3 to ensure a seamless continuity of provision, with a shared ethos built around a nurturing yet aspirational approach.

Our thematic curriculum, aimed at inspiring these students to engage in learning, is based on the National Curriculum together with the students' personal interests, 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 important life skills but also reflect on their own progress and understand the significance of these skills to their learning and personal development.

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, ASDAN Level 1 CoPE, Employability and Citizenship Certificates and Entry Level Science. Throughout these courses, the teacher will need to bring in curriculum enrichment opportunities around the Arts, Technologies and Outdoor Learning in order to not narrow students' experiences and subsequently their future career pathways. Students receive their Music and PE from specialist teachers. A very small number with higher ability levels will have the opportunity to join GCSE classes for English, Maths or Science if appropriate.

A Teaching Assistant is also assigned to the class and it is the relationship between teacher and TA that 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 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 a teacher who is committed to improving outcomes for children by continually striving to adapt provision and delivery to meet need, a teacher who is 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.

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 wellbeing with support from key staff. The post holder will need to liaise closely with each student's Pastoral Mentor 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. It is likely that the post holder will also hold a Pastoral Mentor role but this will be confirmed at interview. In addition to morning and afternoon registration sessions, this would involve the teaching of two Mentor lessons following the school's Mentoring Programme.

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. We are not looking to appoint 'experts' in autism education, as we prefer to train staff around the needs of our own students and within our own setting, however, some understanding of autism and how it can impact on children's learning is a useful prerequisite to working at Corley Centre. Teaching and Learning support is provided throughout the year as we aim to ensure our students receive outstanding opportunities in every classroom.

You will find within the application pack, our School Improvement Framework (this public version is an overview, with a more detailed working document for staff and governors), the Job Description and Person Specification for teachers and our teachers' audit against the National Teachers' Standard, completed each year as part of our performance management cycle. If you have questions about any of these documents, they can be answered should you be shortlisted for interview.

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, including our 2017 Ofsted Inspection Report.

Thank you again for your interest in this post. If you think 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.

I look forward to hearing from you.
Yours faithfully



Lisa Batch