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Headteacher: Lisa Batch

Dear Candidate

Thank you for showing an interest in our vacancy for a Humanities Subject Lead (TMS/UPS + 1 SEN).

Governors are seeking a highly driven and creative, specialist Humanities teacher to continue the work of the retiring post holder, in developing an exciting, robust and challenging KS3 and KS4 Humanities curriculum, which helps our students to make sense of the world, develop their curiosity and desire for learning, and gain an appropriate qualification should they opt to study Humanities beyond Year 9.

Attainment on entry to Corley Centre typically covers the full range of academic ability with the majority of students, by the end of KS4, attaining GCSE or Level 1/2 equivalents in English, Maths, Science, Citizenship and Computing plus their individual option subjects, of which Humanities is part. Currently the Humanities option is BTEC Travel and Tourism, however, as part of a curriculum review supported by our Assistant Headteacher, alternatives could be considered for September 2022, including the potential for GCSE in one of the Humanities disciplines. This post will also include the teaching of a KS4 Level 1 Citizenship course and possibly some KS3 PSHCE.

The Subject Lead role will involve reviewing the school's Humanities curriculum and sharing resources, subject knowledge and ideas, as well as overseeing assessment and moderation with any additional staff involved in its delivery; currently this is our Year 7 Foundation and KS3 Life Skills teachers.

This is a key post within Corley Centre as we continue to raise standards of literacy and numeracy and develop our students' life skills, citizenship and understanding of the world around them. The person appointed will work collaboratively with staff to deliver high quality provision, which will continue our drive to close attainment gaps, thereby improving Key Stage 4 outcomes.

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.

Our students are a credit to our school and bring with them a wide variety of abilities and aspirations, special educational needs, vulnerabilities, challenges and behaviours. They provide inspiration as well as challenge. Academic potential covers the full National Curriculum and GCSE/vocational range and so even within our very small classes, planning and differentiation are essential elements of every lesson. The ability to take Humanities' learning outdoors and create engaging, practical learning experiences would be an advantage.

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 and interaction needs, and their sensory needs. S/he 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 leaders.

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 students' Pastoral Mentors 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, if not during the first year then certainly in the future. 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. Teaching and Learning support is provided throughout the year as we aim to ensure our students receive outstanding opportunities in every classroom.

Numerous opportunities exist to become involved in the extracurricular life of the school. Students are often keen to introduce new lunchtime activities and governors are always keen to know what other skills and interests staff can introduce to our students.

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 be assured that all visits to the school will operate within our current Covid-19 safety measures. Additional information about Corley Centre can be found at www.corleycentre.co.uk, including our 2017 Ofsted Inspection Report. Please also visit our Twitter page, @corley_centre.

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.

Our aim is to appoint to this post for September and we have recently carried out successful interviews under strict Covid measures. Shortlisted candidates will be given full details of the process prior to having to confirm acceptance of interview.

I look forward to hearing from you.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Mark White', written in a cursive style.

Mark White