



## Corley Centre

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**Headteacher:** Lisa Batch

Dear Candidate

**Thank you for showing an interest in our vacancy for a Teacher of English (TMS/UPS + 1 SEN).**

**A TLR 2a is available for a suitably experienced candidate to be appointed to English Curriculum Leader, with a place on the school's Middle Leadership Team. An additional job description is available for this post on request.**

We are seeking a highly driven and creative specialist English teacher to join an outstanding department currently led by two senior leaders, one with whole school responsibility for Teaching and Learning and the other for Curriculum and Accreditation. With two specialist English teaching assistants, the opportunities for professional development within this department are vast. Teaching will involve all key stages and the full ability range, up to and including GCSE English Language and depending on students' needs and aspirations, English Literature.

At Corley Centre, we aim to develop our staff to remain with us and follow a progressive career pathway. Governors are open to appoint either an experienced English Curriculum Leader or a less experienced teacher within whom they see potential for future promotion to the post. Please ask for the Curriculum Leader Job Description if you are interested in applying for that post and indicate as such on your application form. All middle and senior leadership job descriptions at Corley Centre outline the long-term aims of a post and our annual action planning process helps identify priorities for each school year.

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 English Language and for the more able, English Literature. We aim for 100% of students to leave with a Functional Skills English qualification, ranging from Entry Level to Level 2.

This is a key post within Corley Centre as we continue to raise standards of literacy 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, not just in English but across the whole curriculum.

Numerous opportunities exist within the English Department to become involved in the extra curricular life of the school, such as our Debate Mate Team and Library, as well as Creative Writing Club. Students are often keen to introduce new lunchtime activities; Drama is an area requiring further development and the ability to re-introduce this would be an advantage.

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.

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 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. 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 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](http://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.

NQTs are encouraged to apply for this post. We have a very good record of supporting NQTs who have then gained promotion within our school. In addition to our experienced NQT Tutor, our previous NQTs are keen to provide support and advice. We also provide opportunities for trainee teachers, therefore creating a good support network for professionals new to the role.

Our aim is to appoint to this post for September and we are currently looking at how we can conduct safe yet robust interviews during this period of lockdown. 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 'Lisa Batch', written in a cursive style.

Lisa Batch