



CORLEY CENTRE
HEADTEACHER APPOINTMENT FOR SEPTEMBER 2021
PROSPECTIVE CANDIDATE INFORMATION PACK

Please visit our school website: www.corleycentre.co.uk

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Dear Applicant

Thank you for showing an interest in our vacancy for a Headteacher.

We believe this is an exciting opportunity for a dynamic school leader to continue to shape Corley Centre and to engage with our plans to investigate opportunities for extending the school's provision to meet the needs of a wider range of students. We are extremely proud of our school's achievements and are looking to appoint a Headteacher committed to continually improving our provision for our current and future students and their families; a Headteacher fully committed to improving outcomes for each child, who has the strategic vision and leadership qualities to fulfil our ambitions for our school community.

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. Academic potential covers the full National Curriculum and GCSE range and so the ability to challenge subject specialists in maximising student academic potential will be a key aspect of the role.

Safeguarding is fundamental to our school. Staff are well-trained and share a common understanding of their responsibilities. Ofsted rated our safeguarding measures as 'highly effective' in 2017 and it is this standard that governors will expect the newly appointed Headteacher to maintain, while constantly reviewing practices and seeking further improvement as our young people face increasing risks in their lives.

In order to reach their academic potential, our students need to feel safe, valued and confident to take learning 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 rigorous programme of whole school self-evaluation ensures that our curriculum remains relevant and so the ability to analyse various forms of data and use it to reflect on provision will be fundamental to the role.

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 believe this reflects the continued focus on the needs of our students, our close attention to providing the appropriate environment, the quality of our staffing and our CPD programme. Developing our staff will be a key role of the newly appointed Headteacher.

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 school in which you wish to develop your career and that of others, please contact the school for an informal visit.



Appointments can be made by contacting our Business Manager, Mandy Wilkinson.
(mwilkinson@corley.coventry.sch.uk)

I hope that having read the information within this pack and associated documents, and visited our website, you will feel motivated to apply for the post.

I look forward to hearing from you.

Yours faithfully

Mrs. Maureen Lea
Chair of Governors



MESSAGES TO APPLICANTS FROM SOME OF OUR YEAR 11 GCSE ENGLISH LANGUAGE STUDENTS:

We are looking for an understanding and helpful Headteacher to support students and teachers in the best way possible.

At Corley Centre we like to be kind to each other and respect for each other and staff is very important.

The facilities at Corley Centre include:

- Relaxation rooms
- A gym, both indoors and outdoors
- Student Support
- Amazing views
- Basketball courts
- Top and bottom field
- Dining hall
- Common room

We are proud to be students of Corley Centre because the staff are so supportive and helpful. The opportunities we have as students are amazing.

For our new headteacher, we are looking for a nice, kind, supportive and hardworking person. To be the headteacher of our school, you will need to know things about our school such as the needs of students, our values, the facilities we have, why we are proud of being students here and the opportunities we are given. Most importantly, you need to know the kind of person we need to lead our school.

In this school, our students have different needs but nearly all students are autistic. We have places where students can go and calm down and learn. The lessons are very calm and suitable for us and we have smaller classes.

In this school we respect each other for who we are. We believe that every one of our students will do well in education. We make sure that everyone is feeling safe and comfortable. We are an anti-bullying school and our students are polite and well-behaved.

We are lucky that we are surrounded by beautiful countryside and have big fields, a tennis court, woodlands, gyms, student support, sensory rooms, a courtyard and a greenhouse.

Teachers and staff are understanding and supportive. They try to help out when someone is feeling low and know us all individually very well. We are proud to be students here because it is caring and helpful.

In our school we have our main learning curriculum. Also we have Enrichment on Wednesday afternoons. We go on visits and take part in whole school focus days and lots of events.

We need someone with kindness and responsibility. We need someone who is experienced and supportive and understands us.

This is a happy and positive school and we look forward to welcoming you to our community.

Thank you.



CORLEY CENTRE CURRICULUM; AN OVERVIEW

At Corley Centre, we aim to provide a highly personalised learning environment, firmly rooted within autism education best practice and aligned with the National Curriculum, where all students are supported and challenged to reach their full academic and personal potential. Our curriculum is broad and balanced, coherently planned, sequenced and progressive, providing ambitious opportunities for all our students. It is through our curriculum that we aim to cultivate independent, motivated learners who strive to reach aspirational goals.

By taking a holistic approach to students' wellbeing, in conjunction with their academic progress, opportunities for Personal, Social, Spiritual and Moral Education are embedded throughout the school day. We aim to provide students with memorable experiences and diverse and rich opportunities from which they can learn and develop a range of transferable skills. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning to lead students on to the next stages of their lives.

Our students' autism needs are central to our provision, hence our focus on Theory of Mind and how this can impact on students' interpretation of situations, their relationships with others, understanding of self and their ability to learn. An understanding of our students' Executive Functioning is essential, with taught strategies to aid personal organisation, independence and problem solving skills.

Academic Curriculum:

Corley Centre offers, across the age and ability range of our students, a flexible and accessible curriculum which opens up a range of learning pathways for the future to college, apprenticeships, the world of work, university, and towards personal achievement goals. Students work towards a range of qualifications including GCSE, BTEC, Level 1, Level 2 and Entry Level Certificates and Awards, including Functional Skills. Students are able to move between an academic and vocational curriculum pathway, dependent upon their individual needs and aspirations.

The curriculum is both content and mastery based, ensuring students learn a range of concepts and themes in each subject whilst being supported to apply what they know to a range of problems and scenarios. All lessons are carefully planned with differentiated tasks designed to help students to learn to think for themselves, solve problems, take risks, try again following failure and learn from errors. Responding individually to students' needs is our strength; knowing when to support and when to challenge is key to student progress.

A full programme of Careers Education and Guidance supports students to make informed choices. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, self-evaluation and review. The curriculum design ensures that the needs of individuals and small groups of students can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate.

Well-Being Curriculum:

We believe learning should be fun. Enjoyment fosters a love for learning where students feel safe to explore new ideas, grow in self-confidence and develop resilience and perseverance. Alongside the academic, we place equal value on personal development, promoting positive behaviour and mutual respect, developing qualities of self-reliance and confidence in our students, alongside understanding, care and tolerance of others.

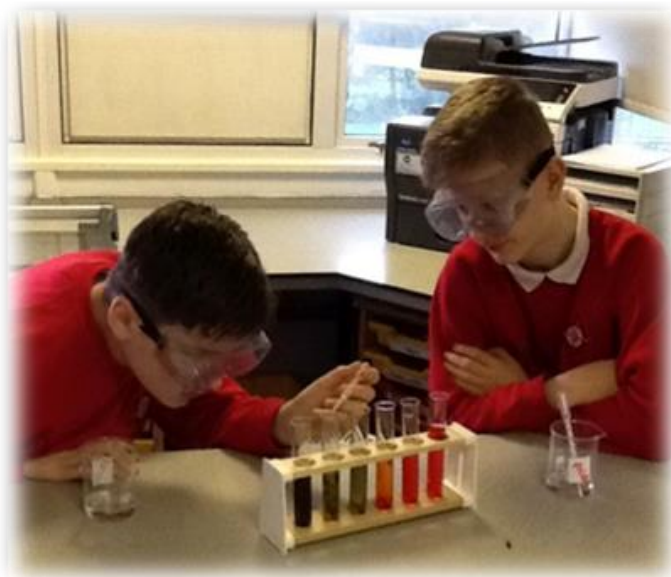
Our Pastoral Mentor and PSHCE programmes, together with Wellbeing lessons and Enrichment form the basis of our wellbeing curriculum and focus on the development of students' social, communication and interaction skills, personal development, independence and understanding of



the world. A calendar of weekly themes helps to make sense of local, national and world issues, providing opportunity for students to formulate their views and appreciate those of others in a safe and supportive environment. An extensive range of extracurricular activities is provided and students have many opportunities to participate in a variety of educational visits, charity work and work within the local community.

Student Leadership opportunities are key to developing our students' confidence and independence and include Debate Mate, peer supporter training, our termly Barazas and Student Council.

Our students' needs are varied and extensive and regular reviews of our academic and wellbeing curricular ensure that they remain relevant and challenging. There is a shared determination amongst staff for all students to attain the highest standards of academic achievement. We recognise that differentiation in the classroom is key to success and it is this personalisation that we strive for in order to ensure that all students' needs are fully understood and addressed.





SUMMARY PROGRESS DATA

2020 DESTINATIONS:

96% of Year 11 students progressed to a positive destination on a course of their choosing.

86% of Post 16 students progressed to a positive destination on a course of their choosing.

The school's Independent Careers and Advice Service is continuing to work to secure destinations for all students.

PROGRESS AND ATTAINMENT:

Progress data for 2019-2020 is not available due to national lockdown and the awarding of centre assessed grades to Year 11 and Post 16 students.

END OF KS4 ATTAINMENT 2019:

MEASURE	%
Students attaining GCSE in English Language, Maths and Biology	67
Students attaining GCSE in English Language or Maths	80
Students attaining at least 3 GCSEs	80
Students attaining at least 5 GCSEs, including English Language, English Literature, Maths, Biology and Citizenship	33
Students attaining a Functional Skills qualification in English and Maths	80
Students attaining or exceeding their target grades in vocational qualifications	91
Average attainment per student = 7.3 Level 1 Qualifications	

END OF KEY STAGE 3 PROGRESS: 2019

WHOLE COHORT											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	73	80	75	84	80	64	73	82	75	84	89

STUDENTS FOR WHOM THE SCHOOL RECEIVES PUPIL PREMIUM FUNDING											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	70	85	70	90	80	75	70	70	80	85	95

STUDENTS FOR WHOM THE SCHOOL DOES NOT RECEIVE PUPIL PREMIUM FUNDING											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	76	75	75	79	79	54	76	83	79	84	83



SPRING 2021

KEY STAGE 3

WHOLE COHORT											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	72	87	84	71	78	86	72	85	73	87	91

STUDENTS FOR WHOM THE SCHOOL RECEIVES PUPIL PREMIUM FUNDING											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	54	82	79	64	77	81	54	75	74	79	88

STUDENTS FOR WHOM THE SCHOOL DOES NOT RECEIVE PUPIL PREMIUM FUNDING											
% Making at least Expected Progress	ENGLISH	MATHS	SCIENCE	PSHCE	ART	COMP.	DRAMA	HUM.	MUSIC	PE	TECH.
	88	91	88	76	78	91	88	94	72	94	94

YEAR 10

WHOLE COHORT (16)																				
% On or Exceeding Target Grade	GCSE																			
	English Language		Maths		Biology		Citizenship		Art		Design Technology		Travel and Tourism							
	50		100		100		83		50		100		100							
	Functional Skills							BTec												
	English				Maths				Sport				Drama							
	100				100				100				100							
	Level 1 and 2 Awards / Certificates									Entry Level										
	Eng		Ma		C'ship		Comp.		ICT		Music		CoPE		Employability		Science		PE	
	50		60		86		100		86		100		63		n/a		90		75	

YEAR 11

WHOLE COHORT (14)														
% On or Exceeding Target Grade	GCSE													
	English Language		Maths		Biology		Citizenship		Art		Design Technology		Food Technology	
	56		91		92		67		60		100		100	
	Functional Skills						BTec							
	English			Maths			Sport							
	100			82			75							
	Level 1 and 2 Awards / Certificates								Entry Level					
	Eng	Ma	C'ship	Media	ICT	Music	CoPE	Employability	Science	PE	PSE			
	80	67	71	40	91	100	50	100	100	91	100			

POST 16

WHOLE COHORT (11)					
% On or Exceeding Target Grade	English	Maths	CoPE	Employability	D of E
	100	100	82	82	0



KEY INFORMATION

STUDENT POPULATION

Coventry Local Authority Commissioned Places KS3: 65 places KS4: 46 places Post 16: 10 places Warwickshire and Solihull local authorities regularly consult for places. On occasion, when a particular cohort is full, they may pay additional place led funding for the first year.	121
Currently on Roll KS3: Full KS4: 8 places Post 16: Over number by 1 111 places are currently taken by Coventry students	113
Male	79.7%
Female	20.3%
Pupil Premium 2019-2020 Pupil Premium Report	41.5%
EAL Support for EAL students is purchased through Coventry Ethnic Minority Achievement Service	10.3%
EMA	24.7%
LAC	1.7%
Secondary Transfer The majority of students transfer from mainstream primary schools, with a small number each year from special primary schools. Local authorities regularly consult for places for students in mainstream secondary. Transition processes differ for primary and secondary transfer students.	24.7%





STAFFING STRUCTURE:

HEADTEACHER (1) *														
DEPUTY HEADTEACHER/SENCo (1) *														
Personal Development and Wellbeing/Assessment and Progress														
ASSISTANT HEADTEACHERS/ (1.6) *														
Curriculum and Accreditation English Curriculum Lead							Teaching and Learning Life Skills Literacy Lead							
SENIOR LEADER (1) *														
MIDDLE LEADERS (5)														
Progress			Maths			Year 7 Foundation			Behaviour for Learning			Creativity		
SUBJECT LEADERS (15)														
SCIENCE	PSHE CITIZENSHIP	COMPUTING ICT	KS4 LIFE SKILLS	KS3 LIFE SKILLS	ART	HUMANITIES	LANGUAGES	TECHNOLOGY	MUSIC	PE	OUTDOOR LEARNING	POST 16	WORK EXPERIENCE	ENRICHMENT
FAMILY SUPPORT WORKER (1)														
STUDENT SUPPORT HLTAs (3)														
Student Support Wellbeing Curriculum Interventions					Student Support Wellbeing Curriculum Interventions					Transition Work Related Learning Interventions				
TEACHING AND LEARNING SUPPORT HLTAs (2fte)														
Cover Supervisor 1-1 Support Wellbeing Interventions							Cover Supervisor 1-1 Support Wellbeing Interventions							
TEACHING & LEARNING SUPPORT TAs (14.85 fte)														
Subject/Classroom based Teaching & Learning Assistants														
BUSINESS MANAGER (1)														
ADMIN SUPPORT (4)														
Examinations Reception			Attendance Reception			Transition Finance Reception			Annual Reviews Finance Reception					
PREMISES and CATERING SUPPORT (7)														
Senior Leadership Team * Acting up arrangements are currently in place due to the previous Headteacher's retirement in April 2021, and delayed appointment of replacement due to Covid-19. These arrangements will cease on 31.8.21.														
Middle Leadership Team														
Senior Support Team														



STAKEHOLDER VIEWS

The views of all our stakeholders are important to us. Students, staff, parents and external professionals were asked to contribute their views of our school to this application pack.

Year 11 Student	<i>The staff are wonderful, they prove their patience, determination and hard work every day, facing challenges every day and still working hard.</i>
KS3 Student	<i>School has helped me understand there are people that can help you for whatever needs you have.</i>
KS3 Student	<i>It's helped me talk to people and control my emotions.</i>
Parent/Carer	<i>We have seen such a massive improvement since moving here from mainstream.</i>
Parent/Carer	<i>Amazing teachers with astounding skills.</i>
Parent/Carer	<i>Corley Centre was a beacon of hope for my daughter. She was struggling in every aspect of her life. Corley staff supported her socially, emotionally, and academically to have the skills and confidence to be able to move into further education and employment. She now lives independently and is employed full time.</i>
Parent Governor	<i>The Corley Centre is a school quite unlike any other; the students really are the first priority. Corley staff recognise that it is nurture that helps our children grow, they work diligently to prise open the hardest of shields and gently coax the young person into realising who they are as individuals. Corley know how to work from the ground level up - they gain trust, and then they will go from A to B in baby steps, taking the student on a journey of not just learning...but self-discovery. The Corley Centre does not just help our children to achieve educational goals; they teach life skills, communication skills, and how to cope - and thrive - in a neurotypical world. I watched my son change from a shrinking violet into someone who accepted and loved himself, and celebrates any and all perceived differences. It just so happens that The Corley Centre can also get the most unexpected and amazing academic achievements from students, even those who require the most support. That is why I am proud to be a Corley governor - the opportunity to watch these young people bloom under such care is a wonder, and I will always feel indebted and grateful to the school and the staff. You have to be a special kind of person to work with the Corley family...but one thing is certain; every student will leave their school journey with established confidence and opportunities that were previously believed unattainable.</i>
Caroline Dyson Counsellor	<i>I've been working at Corley for over a decade now and thoroughly enjoy my time there. Even though Corley are specialists to the needs of their students, they will always accept new suggestions and try new strategies I suggest as part of my role. They are keen to support and develop the whole child and recognise the importance of positive mental health and wellbeing. It feels for me that they treat every student as unique and strive to offer what that individual needs to thrive.</i>
Victor Allen Author and Specialist in Behaviour and Leadership	<i>I have had the privilege of working with the staff at Corley Centre for the past four years, advising and helping them as they seek to develop their social and emotional skills to enable them to work more effectively with the students within their care. The eagerness they have had to improve is a testament to their desire to do the best for all those who call Corley Centre their school. I always look forward to my visit as I am met with smiling staff and smiling students, always a wonderful sign for a caring environment.</i>
Amanda Clugston School Improvement	<i>I have worked with Corley Centre for the last 5 years on behalf of the local authority. The leaders, staff and Governing Body are all committed to school improvement and ensuring their pupils get the very best education they can provide. Leaders have worked hard to ensure staff are provided with CPD and are an active part in school improvement and quality assurance.</i>



Advisor	<i>As a result, pupils make some significant achievements not only in their learning but in their personal development. I have particularly valued the open way in which leaders have worked with me, sharing their journey, taking advice and always engaging in open and honest conversations.</i>
Staff member	<i>As a new member of staff, I felt extremely well supported. I feel I've now developed my skills in the classroom from observing our more experience staff.</i>
Staff member	<i>Corley Centre is a warm, welcoming and supportive working environment with caring and compassionate staff throughout the school. Each student's happiness, safety and wellbeing is at the heart of Corley Centre, and such a nurturing and personalised ethos is what makes this school such a worthwhile and rewarding place to work.</i>
Staff member	<i>Corley Centre values every member of its community with compassion and respect. It is a safe, caring, and supportive environment where everyone can flourish.</i>



STAFF DEVELOPMENT

We believe that staff development is key to our students' success and we do all we can to provide leadership opportunities to facilitate staff career development and retain staff.

Staff turnover is low, partly due to the school's high quality appointments, early identification of both teaching and learning and leadership talent and subsequent succession planning. By creating CPD opportunities, we have been able to maintain staff and create sufficient promotion pathways. Aided by rigorous performance management processes, staff are able to identify their own strengths and areas for development. In addition, by being transparent about our staffing and leadership structure, staff are able to identify possible career routes for themselves and are prepared to continue to develop professionally until such opportunities present themselves, often taking on additional responsibilities to build on their own skills, knowledge and understanding. Through self-assessment using the AET Competency Framework, staff are able to identify areas in which they can also provide in-school and out of school training.

We asked two members of staff, appointed within the past 5 years to outline their careers to date:

I first came to Corley Centre as a Physical Education Teaching Assistant and was quickly given the opportunity to plan and deliver sessions to small groups of students. These experiences reaffirmed my aspirations to become a fully qualified teacher. SLT were very supportive of my aspirations to progress and I have been able to develop my skills at Corley through the support from colleagues and high quality CPD.

Early on during my time at Corley, SLT witnessed my passion for teaching and nurtured my progression by allowing me increased teaching responsibility partly in PE and partly in Science. Soon after this there was an opportunity to take over a full time teaching timetable delivering the Science curriculum to all year groups supported by SLT and a Specialist Leader of Education from a mainstream secondary school Science department. A highly experienced Science HLTA was also employed to support me in this role, which was invaluable. Throughout this time, I felt supported and equipped with the resources and skills I needed to support our young learners through their Science studies with the clear ambition of becoming a fully qualified teacher. My ambition was encouraged by the headteacher who ensured I had the opportunity to complete a PGCE through a salaried Schools Direct route.

Throughout my PGCE I received high quality support from my teaching mentors, SLT and my colleagues, which allowed me to develop a range of skills and attributes allowing me to be a successful practitioner, ultimately leading to my successful completion of the course and receiving the Warwick University Ann Barnes Award for Excellence in Teaching.

Once I completed my PGCE I was appointed permanently to the role of Science Subject Lead. Within this role, I have implemented GCSE Biology with 83% students in the first cohort making at least expected progress. I have since been able to provide support for colleagues with a range of different issues involving Science specific support or behaviour/pastoral support.

More recently, I was given the opportunity of taking over a temporary Middle Leadership role responsible for Teaching and Learning focussing on Creativity across the entire curriculum. I was encouraged to develop my leadership skills focusing on creativity and reflection, instructing staff to complete specific tasks to reflect and support one another with creative practices to improve teaching and learning across the school. I have also had the opportunity to observe a trainee teacher and provide them with specific constructive feedback on how to improve their own practices. This is definitely a path I want to follow in my teaching career to progress further and have the opportunity to support staff with their own practices and be an integral part of whole school improvement. Members of SLT are supportive of this aspiration of mine, establishing opportunities for me to gain different experiences. Ultimately, staff at Corley Centre at all levels are supportive of each other's aspirations and help guide each other in providing the highest quality provision for our students.



I joined Corley Centre in 2016 as an NQT+1 with my role within school being Subject Lead in Art and Design. I soon learnt within a short time that the school had a fantastic support network of staff. I was provided with the opportunity to fully express my creativity within the school and organise annual events such as a yearly Art Exhibition. My first year within the school I was also provided with training in Arts Award, which allowed students to attain an extra qualification.

After completing my first year at Corley, I successfully progressed to a Middle Leadership role, leading on developing Creativity across the school. My work led to the school being awarded Arts Mark Gold for its dedication and commitment to the Arts. I also organised various events such as a weekend music event in the school grounds to celebrate our centennial with our local community. I have organised a selection of artists, dance companies, drama and poetry workshops that have developed our Arts provision and created an inclusive curriculum for our students. I have had a number of students win national Art competitions with their work displayed in London galleries, providing a platform for our students to showcase their work; this is something that I am passionate about.

In 2018 I also became the Coventry Special Schools Arts' Network Lead, leading 9 Coventry Special Schools in organising Arts events collaboratively with local and national companies and artists. In addition, I am the school's 2021 City of Culture Champion, representing our school on various organising groups.

SLT have understood my career goals and ambitions and I was provided with the opportunity to take part in a 'Women into Leadership' course, which allowed me to develop my confidence and network with other female school staff within Coventry. This provided me with the foundations to believe I could progress onto a Senior Leadership post.

In 2019 I was successful in being appointed to a temporary Senior Leadership role leading Teaching and Learning across the school. This gave me the opportunity to put into practice the theory that I had learned on my leadership course. I was fully supported in my new role, which helped to develop my confidence further. I am now working with one of the acting Assistant Headteachers to lead the school's work around understanding the latest Ofsted Framework and I look forward to continuing to develop my career at Corley Centre.



WHAT CAN CORLEY CENTRE OFFER TO A NEW HEADTEACHER?

The professional development of our Headteacher is equally important to us. The successful applicant will have attained or be working towards attaining NPQH, however, their training will not stop there. The headteacher will be encouraged to participate in further leadership development opportunities, particularly networking with other headteachers, schools, local and national networks and the LA. Corley Centre plays a key role within the Coventry Special Schools' Network and the Coventry Special Schools' LA Partnership, with our recently retired headteacher holding the position of Chair for several years. Our school is also a strategic partner in Inclusive Alliance, Coventry's special schools' teaching school. The expectation is that the newly appointed headteacher will continue to play a key role in the Alliance, promoting Corley Centre as a training provider, linking with Warwick University.

Corley Centre governors are fully aware of the demands of the Headteacher role and as such provide support as well as challenge. The wellbeing of our staff is vital to the wellbeing of our students, and governors take their responsibilities to their staff very seriously. The school's Supervision Policy ensures that staff are able to access support when needed and for safeguarding roles, on a regular scheduled basis.

A new headteacher can be assured that Corley Centre governors will provide their full support to ensure that our school remains a thriving learning environment, with students' needs at its heart. We understand the need for Headteacher autonomy in order to be able to lead the school forward and with that comes open professional dialogue, encouragement and challenge.

Our Senior Leadership Team is experienced and well positioned to provide that all-important support to a newly appointed Headteacher, as are our whole team of school staff.



GALLERY

