



Corley Centre

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Headteacher: Lisa Batch

Dear Candidate

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

We are seeking a highly driven and creative specialist Maths teacher to teach from Year 7 to Post 16 and across the full ability range. The post holder will work collaboratively with the Maths Curriculum Leader to ensure a creative, consistent and developmental approach to the teaching of Maths, to develop a dynamic department where students extend their abilities as a result of high quality staff input.

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 Maths, with a smaller number attaining at Entry Level. The more able students also have the option to study Statistics at GCSE level. In addition to delivering the GCSE course, we are seeking someone who can further develop our Maths curriculum for the less able students in KS3 and implement fun, practical learning activities, aimed at helping students engage in Maths and want to become mathematical problem solvers. We see numeracy as an essential life skill for our students and so the curriculum needs to be more than just a means to a qualification.

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, 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