



Unlocking Potential

The Corner School - Wembley



The Corner School

Class Teacher Candidate Pack

The Corner School, Douglas
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<https://thecornerschool.org.uk/about-us/>

Welcome

Thank you for your interest in becoming a Class Teacher at The Corner School, Wembley. At The Corner School, it is our belief that every child can learn and enjoy a fulfilling school life, regardless of their social, emotional and mental health needs.

Our special independent school is part of the wider charity Unlocking Potential. We have a shared mission and values and we work closely together with ambitious goals for supporting all our children and families.

Our Class Teachers play a central role in enabling our learns to access the curriculum and learn and develop in a way that is unique to and supportive of their needs. We are looking for individuals who are passionate about the work of Unlocking Potential, who wish to make a significant impact on the children and families that we support.

Please spend some time reading through this pack, which will give you an insight into our work, our approach, and this rewarding role. Our charity-wide approach is to be trauma responsive, to create a therapeutic environment and to work collaboratively with staff, as these are the cornerstones of our approach and are integral to our culture. We hope that the information provided will help you to determine whether this exciting and unique opportunity is a good fit for you:



Our charity



Therapeutic work



Our school



The role



Our team



How to apply

You can find out more about our work by reviewing our:

- Charity **website**
- School **website**
- Annual and impact **reports**
- Ofsted **report**

You are also very welcome to reach out for an informal conversation about the role by contacting: hr@up.org.uk

If you believe you could bring your skills and experience to champion our school's educational and therapeutic approach, then we would love to receive your application.



Daniela Caton

Headteacher

Our Charity

Mission:

Unlocking Potential, of which The Corner School is part, has a mission to: *“Work collaboratively with communities to enable children and young people with social, emotional and mental health (SEMH) needs to unlock their full potential.”*

What we do:

Our services combine best practice from the fields of education and clinical excellence to ensure that every child can excel:

- We opened our independent school in 2018 where we support primary school aged children who have SEMH needs through multi-disciplinary education and therapeutic provision
- We deliver outreach via our School’s Programme to schools who have a significant number of children with SEMH, through psychotherapy, occupational therapy, speech & language therapy and work with parents
- We run community engagement initiatives where there is a significant proportion of children with social, emotional and mental health needs

Last year we supported over 2,000 children and their families

Why we do it:

Strong social, emotional and mental health is key to leading a happy, fulfilled and independent life. We are working with our partners to ensure that we can help children and young people tackle SEMH needs to unlock their full potential and thrive in all aspects of their lives. We focus on community transformation, and we recognise that investing in the youngest members of society transforms life chances.

“We are committed to breaking the negative cycles which can limit children’s life chances and to ensuring that all children can make excellent progress.”

Message from Chair of Trustees



Stuart Roden

When we founded Unlocking Potential in 2015, we did so with a passion to transform the life chances of children and young people with SEMH needs.

We recognise that we can only provide transformational opportunities for children if they know that we care about them and believe in their potential to succeed.

As we look to increase our impact and reach in the coming years, we will keep the children, young people, and their family’s needs at the heart of what we do.

Our Values:

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively

participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.

Impact

We are committed to measuring our impact through a data driven method to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

We require all staff to apply these values in all aspects of their work



Our School

The Corner School is a Special Independent School for children with social, emotional and mental health needs (SEMH), who require high-quality specialist support. We recognise that our learners have differentiated competencies and that we need to engage with them in a developmentally informed and age-respectful way. Through intentional use of particular language, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success.

We achieved a 'Good' Ofsted rating in both 2019 and 2022, and are committed to delivering inspirational teaching that develops confidence in learning and encourages our pupils to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our learners.

We offer children a safe and nurturing environment and the stability needed to regain emotional balance and to develop their self-esteem and resilience. We work in close partnership with parents and carers, to develop personalised, dynamic support for every child.

Our pupils are typically managing a range of issues that have made mainstream schooling challenging e.g.:

- Attention Deficit Hyperactivity Disorder (ADHD or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- Autistic Spectrum Condition (ASC) (including PDA - Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusal
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging

We offer every child:

- **An assessment of need:** we want to understand a child's needs, from a learning perspective but also to understand their behaviour in the context of their historic and emerging family and SEMH needs
- **A tailored, personalised curriculum:** we follow the national curriculum, and all learners have a personalised, individual, 'learning pathway'. This approach means that each child experiences success and can reach their full potential
- **A trauma-informed, sensory-aware teaching and learning approach:** this considers how children feel, think and behave, based on the belief that as bio-psycho-social beings, how our bodies feel in any given environment will affect our readiness to learn
- **A tri-part therapeutic model (see below):** this ensures that every child has access to additional, personalised support for their specific needs, and that insights from their therapies can be shared with teaching staff so that children have the opportunity to understand themselves and how they learn, and develop a growth mindset



Our therapeutic approach is woven throughout all aspects of the school, all staff are trained and supported to have a therapeutic disposition, informed by training in attachment and trauma-responsive approaches.

We currently have 13 children across KS1 – KS2, but we have capacity for 15-18. We keep our class sizes small, with no more than six children, and have 1:1 and 2:1 ratios in place to meet the needs of our learners. We recognise that small class sizes and one-to-one work is crucial to the academic development of our children .

Message from the Education Committee Chair



Carie Herbert

Education is key to leading a positive and fulfilling life, but children are not ready to learn unless their personal, social and emotional needs are addressed.

The Corner School provides a safe and secure therapeutic environment for children to know that their concerns and interests are responded to.

Our staff aim to provide an education that inspires and excites children to learn and to succeed on their learning journey.

The Team

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive.

School Team

Our dedicated team work together to create a nurturing environment and to support each learner to develop as individuals in their own unique way:

Teaching and Education Staff

- Head Teacher
- Inclusion Lead
- Behaviour Lead
- Class Teachers
- Teaching Assistants / HLTA's

School Support Staff

- PA to Head Teacher & Office Manager
- Site Manager
- Cook & Cleaner

Onsite Therapists

- Child Therapist / Occupational and SaLT Therapists

Wider Charity Team

At Unlocking Potential we are a wider charity. The Corner School team works alongside an experienced, energetic and innovative team of charity colleagues who are working together to develop high-quality support and solutions for some of the most challenging needs facing children.

Trustees and Education Committee

We have an experienced and dedicated board of Trustees who volunteer their time and expertise. Two of our board members bring their experience in the education sector to The Corner School's education committee: Dr Carrie Herbert (Education Committee Chair & Red Balloon Education Trust Founder) and Dr Jonty Clark, OBE (Safeguarding Trustee & Education Committee member, & Beckmead Trust CEO)

Therapeutic Work

For children who have additional learning needs, and may also have experienced trauma, learning can be a struggle. At the Corner School, we have adapted our approach so that we meet the child where they are currently at. The Corner School uses a therapeutically-informed approach, taking deliberate, intentional steps to establish trust, validation and safety, and provide high quality, consistent, responsive care. Our clinical staff are based on site, working closely with teaching staff to ensure that children's specific EHCP, learning and SEMH needs are met throughout the day. Therapeutic goals are set with the parents, teachers and, if possible, the child.

- **Speech and Language Therapy (SALT)** – supports children in three key areas: Emotional Literacy, Social Communication, and Additional Language needs. Individual and group interventions are offered

Occupational Therapy – supports children to regulate their sensory system and emotional state so that they can engage in lessons and develop their foundational skills



- **Child Therapy** - our complex case Integrative Arts Psychotherapist offers: 1:1 creative and arts-based therapy, Therapeutic Check ins and Body-based regulation support at challenging times of the day

Class Teacher Job Description

Location:	The Corner School, Brent, London
Hours:	Full time (37.5 hours per week)
Salary:	Inner London Teacher Pay Scales (+ Internal Allowances)
Report to:	Inclusion Lead / Head Teacher
Direct Reports:	Teaching Assistants

Overview

The Class Teacher will play a key role in our small school community, and this is an exciting opportunity to have a meaningful impact on the lives of children with SEMH needs. You will have a commitment to safeguarding and promoting the welfare of children, be resilient in working with special needs children and be passionate about helping our children achieve their full potential.

Main Purpose of the role

- Be responsible for the learning and achievement of all children in the class, ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with children, parents/carers, governors, trustees, other staff, and external agencies in the best interests of the children
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the Teacher Standards (2012)'
- Provide effective management for Teaching Assistants, with support from the Headteacher
- Take responsibility for promoting and safeguarding the welfare of children within the school

Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher and performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver a tailored curriculum and effectively plan teaching, differentiating/adapting learning appropriately to children's capabilities and prior knowledge, building upon starting points, and demonstrating understanding of how children learn
- Take an active role within the school curriculum team/learning hub and lead a subject(s)

- Have a clear understanding of the needs of all children, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Provide all learners an effective education in a stimulating, challenging and safe environment which provides equality of opportunity for all
- Have a clear understanding of the impact of early years adverse childhood experiences, trauma, neurodivergence and complex social, emotional and mental health needs on the learning styles and behaviour of children
- Take an active role in developing trauma-aware teaching, physiological and affect regulation, positive education, and wellbeing practices to manage a child's stress response and develop learning stamina and engagement
- Ensure the schools' SEMH and nurture-based approach is maintained and ensure that any therapy delivered by professionals is respected and weaved into, where appropriate, curriculum delivery
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired as appropriate
- Raise standards of achievement, using an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for children of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of achievement.
- Give children regular feedback, both orally and through accurate marking, and encourage children to respond to feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning

Behaviour and Safety

- Have high expectations of behaviour, promoting self-control and independence of all learners, both in the class that you teach and around the school
- Be a positive role model and demonstrate consistently the positive attitudes, values, and behaviour, which are expected of children
- Manage classes effectively, using approaches which are appropriate to children's' needs, to inspire, motivate and challenge children
- Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary
- Establish a safe, purposeful, and stimulating environment for children, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, consequences, and rewards consistently and fairly
- Use safe hold/physical intervention (training provided) if a pupil is unsafe towards self, others or causes damage to property

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures. Follow the school physical intervention procedures and intervene as appropriate
- Lead/plan class trips and visits, conducting appropriate risk assessments and following school procedures
- Carry out playground and other duties e.g. lunch time club, ensuring a safe environment for all

Teamwork and Collaboration

- Line management / 1:1s of support staff
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies/circle times
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school

Professional Development

- Be a reflective practitioner and ensure that the children's needs are at the forefront
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on children's progress, attainment, achievement, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- With guidance and support from your manager, and with attendance on appropriate training courses, develop skills to further your work and own CPD

Administration

- Register the attendance of and supervise learners, before and during school sessions, as appropriate
- Participate and carry out any administrative and organisational tasks as directed by the Headteacher
- Complete any professional paperwork/electronic entries as requested e.g. reports, behaviour incidents, physical intervention forms
- Use IT effectively and engage in school systems and processes as directed by the Headteacher

General

- Attend meetings which relate to the school's management, curriculum, administration or organisation, and other meetings across the charity as required
- Undertake any other duties compatible with the level and nature of the post and/or reasonably required by the Headteacher
- Always adhere to policies and procedures
- Embrace and embed UP's values and Code of Conduct, being a positive role model to the team

- To have professional regard for the ethos, policies and practices of the charity and school, and maintain high professional standards

Person Specification

	Essential	Desirable
Qualifications & Knowledge	<ul style="list-style-type: none"> • Qualified Teacher Status • A good understanding of the requirements of the National Curriculum and good subject knowledge 	<ul style="list-style-type: none"> • SEN related qualification / CPD • Evidence of participation in continuing professional development (CPD) • PRICE
Experience	<ul style="list-style-type: none"> • Successful teaching experience-good or better • Experience of meeting the needs of children with SEMH needs • Experience of using and developing a range of teaching strategies to meet the needs of all children • Experience of setting targets and writing, implementing, and reviewing the Assess, Plan, Do, Review cycles • Experience of assessment, including the use of Assessment for Learning strategies, formative and summative assessment 	<ul style="list-style-type: none"> • Experience of successfully teaching children with SEMH needs • Experience of leading a curriculum subject • Line Management experience • Experience of working with vulnerable families
Skills & Abilities	<ul style="list-style-type: none"> • Good classroom organisation • Good behaviour management techniques and teaching and learning strategies • Competent in the use of ICT across the curriculum • Good communication skills at all levels • Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues • Ability to work on own initiative and manage own workload, prioritising tasks and balancing different aspects of the role • Ability to motivate, support, challenge and develop support staff 	
Qualities and Attributes	<ul style="list-style-type: none"> • High expectations of children's learning and behaviour • Passion for working with children with SEMH needs • Adaptable and flexible to change • Works co-operatively as part of a team • High level of discretion and able to maintain confidentiality 	

	<ul style="list-style-type: none"> • A role model demonstrating high levels of professionalism and upholding the school's aims and values at all times • Resilient and able to effectively manage your own wellbeing • Total commitment to equality, diversity, and inclusion 	
Safeguarding	<ul style="list-style-type: none"> • Demonstrates skills, knowledge and attitudes to contribute to the effective safeguarding and welfare of children • Ability to follow and promote UP's safeguarding policy/process and take responsibility for ensuring safeguarding best practice in their role 	<ul style="list-style-type: none"> • Safeguarding / DSL qualification • Experience of case work

Inherent requirements of work activities / environment

Following is a table that outlines the main physical and psychological requirements of the position:

Element	Key Activity	Frequency
Work Environment	Work in a team environment with different stakeholders	Daily
	Work in a school environment with children with SEMH needs	Daily
People Contact	Interact with learners with SEMH needs who may also have experienced trauma, who could display verbal or physically challenging behaviour which will require the postholder to manage above average levels of emotional demands. Where pupils have behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols (all members of staff must take part in the behavioural and physical intervention training)	Daily
	Interact with individuals who may display a full range of emotional expressions /who may have a physical or sensory disability, including parents/carers, family members	Daily
	Work in a diverse team of staff	Daily
	Undertake training and professional development activities	Regular
	Work collaboratively with charity wide colleagues	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, contributing to writing reports, case notes/plans and pupil records, participating in meetings, creating resources	Daily
	Use technology including photocopier, telephones including mobiles, televisions, videos, and electronic whiteboards	Regular

UP's Selection Process

Our selection process is designed to ensure that we select the most suitable person for the job in respect of skills, experience and qualifications, in addition to alignment with our charity's mission and values and school setting.

We want you to have everything you need to make an informed application, if something is unclear, you would like more information, or if you require any reasonable adjustments at any stage of the application process, then please get in touch: hr@up.org.uk

How to apply:

In line with safer recruitment practices, to apply for this role please complete an application form by following the link on our online recruitment portal: www.up.org.uk/aboutus/work-with-us. We are unable to accept CVs or incomplete application forms.

As part of the application, you will be asked to upload a personal statement which should clearly demonstrate, giving relevant examples, how you meet the requirements of the person specification. The criteria set out in the person specification forms the basis of the selection decision and enables the shortlisting panel to ensure objectivity. We look forward to hearing more about your experience and your interest in our school and working with children with SEMH needs.

Closing date: Until vacancies are filled, don't delay submitting your application!

Interview Process:

Interviews will take place as suitable applications are received. The interview will consist of:

- A tour, which is a great opportunity for you to find out more about our school
- A panel interview, we will ask competency-based questions to explore your skills and experience, and you will also have a chance to ask us questions
- Competency based task and practical classroom-based activity with our pupils

Further information will be provided ahead of time to support you in preparing for the interview stage, and if you have any questions, please let us know.

Other Information

Safeguarding:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

We follow safer recruitment practices including (but not limited to): online checks at interview stage; an Enhanced Disclosure and Barring Service check, a Section 128 check; Teaching Prohibition check; satisfactory references; a medical check; proof of qualifications and right to work in the UK.

It's a criminal offence for a person to apply to work with a group from which they have been barred from working.



Equality and Diversity:

Our children and families and staff come from a wide range of backgrounds, and we value the unique contribution that each individual can bring to UP.

We have a diverse and inclusive team at The Corner School, and we strongly believe that this is vital to our work.

UP is committed to equality of opportunity for all employees and promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit.

As a charity we have an EDI working group and achieve our EDI objectives through an annual strategy.

We welcome applications from all sectors of the community, and we do not discriminate against any applicants on the basis of any protected characteristics. We ensure that candidates and employees are treated solely on the basis of their merits, abilities and potential.

Benefits of working for UP:

Delivering our mission would not be possible without our talented and passionate team, we are committed to ensuring UP is a great place to work and offer competitive benchmarked salaries, a range of employee benefits, and prioritise a culture of collaboration and having fun together.

- A competitive salary that is commensurate with the nature of our school
- A range of employee benefits (*please see below*)
- Opportunities for your professional development and to continue to develop your skills through CPD. Teaching staff also have access to a range of specialist training throughout the year e.g. PRICE, de-escalation, behaviour management, therapeutic working, specialist SEND / SEMH topics, safeguarding, Phonics etc.
- Strong networks and access to key leaders in Education
- Supportive approach to employee Health and Wellbeing and work-life balance, including a dedicated Employee Assistance Programme
- Commitment and pro-active approach to an inclusive and welcoming working environment
- Commitment to working in a Trauma Informed way across the school and charity
- A committed, experienced and involved Leadership Team and Board of Trustees
- Supportive and effective central shared services (Finance, HR, IT, Health & Safety, Data & Impact, Safeguarding etc.)
- Regular opportunities throughout the year to socialise and meet together as a wider charity team
- A Leadership Team that regularly invites and values feedback, suggestions and ideas



UP Employee Benefits

Financial

Pension: Teacher Pension Scheme

Pay Reviews: Discretionary annual pay reviews

Life Assurance: x3 annual basic salary paid to beneficiaries

Income Protection: 50% of basic salary paid, up to a 3-years, for absences of 8+ weeks due to illness/injury

Sickness Absence: Enhanced sick pay

Travel Scheme: Annual season ticket loan

Cycle Scheme: Loan to purchase a bike / equipment

Professional Registration: Professional fees funded

Clinical Supervision: Funded for relevant roles

Financial Advice Line: e.g. mortgages, debts, money management etc.

Wellbeing

Health Cash Plan: Claim back against health expenses (e.g. dental, eye care, prescriptions, range of holistic services, massages). Discounts on gym memberships

Smart Health: 24/7 GP support line, remote appointments, medical second opinions, fitness & health & nutrition expert support

Employee Assistance Programme (EAP): 24/7 support line, counselling sessions, range of advice & guidance for life in & out of work

Mental Health First Aiders: Available as an internal support to all employees

Tell Jane: Confidential bullying, harassment & discrimination support line

Staff Events: Festive & Summer Socials, All Staff Days

Family

Family Leave (Maternity, Adoption, Shared Parental): 16 weeks enhanced full pay

Partner Support Leave: 2 paid weeks & 2 paid appointments

Emergency Dependent Leave: 5 paid discretionary days (12-month rolling period)

Unpaid parental leave: Up to 18-weeks unpaid leave

Flexible Working: UP seek to accommodate part-time / flexible working where possible for appropriate roles

Family Advice line (UP's EAP service): A range of advice from childcare to elderly dependents, to relationships

Parental Bereavement Leave: 2 weeks paid leave

Other

Annual Leave: 25 days leave + 8 bank-holidays (pro-rata, paid for TT staff)

Festive Closure: Discretionary 3-days (pro-rata) in December.

Celebrations: Life Events & Work Anniversaries

Moving Home: 1 day (one instance per person)

Compassionate Leave: Up to 5 days discretionary paid leave

CPD: Funded training opportunities are provided across all teams

Training Loans: For relevant accredited courses

CPD Days: Up to 2 days discretionary leave per year to attend relevant courses, workshops, exams, or to carry out revision

Thank you for your interest in Unlocking Potential, we look forward to receiving your application.

UP-Unlocking Potential, a company registered in England & Wales.

Company No: 09750864

Registered charity number: 1163932

