



Appointment of Teacher of High COIN (SRP)

Required:
September 2026
or before

Welcome from the Head



My priority over the past few years has been to improve the quality of teaching and learning and to open doors for every student that we are privileged to teach.

The school has undergone a great deal of change since I arrived in 2018. Some of these changes have been as a result of our own analysis and reflections on what we needed to do better, some have come about through the amazing new building project, and others have evolved as we have addressed our vision, ethos and purpose as educators .

We want our students to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure.

We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.

We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community.

Our motto, **Ad Astra**, to reach for the stars, represents the high expectations that we have for each member of our school community. Having dreams, goals, targets and a vision is an important driver to help keep us all motivated and make the learning journey purposeful and exciting. We want excellence in everything and we support and encourage everyone to be the best they can be in all that they do.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

“Pupils are proud of their school. They know that the staff work very hard to support them”
(Ofsted 2023)

The Role

The Teacher of the High COIN Unit will play a pivotal role in the development and delivery of a brand-new Specialist Resource Provision, opening in September 2026 with an initial cohort of up to 8 students, growing year on year.

Salary:	TMS/UPR, Fringe plus TLR dependent on experience
Line Manager:	Head of School, Belonging & Inclusion
Line Management of:	HLTA, Teaching Assistants

Contact Karen Ehren, HR Officer for more information
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

The Teacher of the High COIN Unit will play a pivotal role in the development and delivery of a brand-new Specialist Resource Provision, opening in September 2026 with an initial cohort of up to 8 students, growing year on year.

High COIN (Complex, Overlapping and Communication/Interaction Needs) refers to students whose needs are complex and multifaceted, often spanning communication and interaction difficulties (including ASC), social, emotional and mental health needs, and associated barriers to accessing mainstream learning.

Students with High COIN needs typically require highly adapted teaching approaches, increased adult support, a nurturing environment with clear structure, and specialist provision beyond what is ordinarily available in mainstream settings.

The postholder will:

- Teach an integrated, highly personalised curriculum, including literacy and numeracy
- Develop a hybrid model that enables students to learn both within the SRP and alongside mainstream peers
- Combine nurture, structure and high expectations to support regulation, engagement and progress
- Work collaboratively with Freemantle School, families, and a wide range of professionals to secure strong outcomes for students with High COIN needs
- Provide teaching, intervention and support to High COIN students who are learning full- or part-time in the mainstream school.

This role is ideal for a reflective, skilled and emotionally intelligent teacher who is excited by building provision and shaping practice from the ground up.

Key Responsibilities

1. Teaching and Learning

- Plan and deliver high-quality teaching tailored to the complex needs of students with High COIN profiles.
- Create a calm, predictable and nurturing learning environment that promotes safety, engagement and readiness to learn.
- Maintain high expectations for behaviour, effort, independence and progress.
- Assess learning formatively and adapt teaching in response to students' needs.
- Support students to access learning both within the SRP and in mainstream settings, where appropriate.
- Promote positive attitudes to learning, communication and self-regulation.

2. Curriculum Design and Development

- Design and develop an integrated curriculum that supports:
 - Academic learning (particularly literacy and numeracy)
 - Communication
 - Regulation
 - Independence
 - Social development
- Ensure the curriculum is ambitious, coherent and aligned with EHCP outcomes.
- Develop meaningful opportunities for students to engage with mainstream subjects and peers.
- Review and refine curriculum provision in response to student progress and evaluation.



Role Description cont

3. Subject Knowledge and Specialist Practice

- Demonstrate strong understanding of how children and young people with High COIN needs learn.
- Apply evidence-informed strategies for:
 - SEMH
 - ASC
 - Trauma-informed practice
 - Attachment-aware approaches
- Teach literacy and numeracy in accessible, purposeful and functional ways.
- Use communication-friendly strategies and adaptive teaching approaches consistently.

4. Inclusion, Hybrid Learning and Mainstream Integration

- Work closely with mainstream teachers to plan, support and evaluate hybrid learning opportunities.
- Prepare students for successful inclusion in mainstream lessons where appropriate.
- Support mainstream staff to understand strategies that enable students with High COIN needs to succeed.
- Promote inclusion as belonging, not just access.

5. EHCPs, Assessment and Review

- Take responsibility for contributing to and, where appropriate, writing EHCP annual reviews.
- Ensure teaching and provision align precisely with EHCP outcomes and provision.
- Gather meaningful evidence of progress, development and engagement.
- Attend and contribute professionally to EHCP, review and planning meetings.

6. Working with Families

- Build strong, trusting and respectful relationships with parents and carers.
- Communicate regularly regarding:
 - Student progress
 - Wellbeing
 - Development
- Support families to understand provision, expectations and next steps.
- Engage families as partners in learning and development.

7. Partnership Working and Liaison

- Work collaboratively with:
 - SENCO and Assistant SENCO
 - Inclusion and safeguarding teams
 - External professionals (e.g. therapists, outreach services)
 - Freemantle School
- Attend and contribute to internal and external meetings where required.
- Ensure continuity and consistency of support across settings.



Role Description cont

8. Behaviour, Regulation and The Carrington Way

- Uphold The Carrington Way for behaviour and learning without deviation.
- Support students to:
- Understand behaviour
- Develop regulation strategies
- Repair and rebuild relationships
- Model calm, consistent and respectful practice at all times.

9. Safeguarding and Wellbeing

- Maintain a strong awareness of safeguarding responsibilities.
- Act promptly and professionally on concerns or disclosures.
- Ensure student wellbeing and safety remain central to practice and decision-making.

10. Professional Responsibilities

- Fulfil responsibilities in line with the Teachers' Standards and STPCD.
- Engage in ongoing professional development.
- Contribute positively to the development of the SRP as it grows.
- Undertake other duties appropriate to the role as directed by senior leaders.

This is a rare opportunity to help establish and shape a brand-new Specialist Resource Provision, working with a small cohort of students and a committed team to create something exceptional from its foundations.

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



Person Specification

Essential

Desirable

Experience

Qualified Teacher status



Additional qualifications or training in SEND, SEMH, ASC or inclusive practice



Experience teaching in a secondary or specialist setting.



Experience teaching students with complex or additional needs.



Experience adapting curriculum and teaching approaches.



Experience working collaboratively with families and professionals



Experience working within an SRP or alternative/specialist provision.



Experience contributing to EHCP reviews and statutory processes.



Experience teaching literacy and numeracy in a specialist context



Knowledge and Understanding

Strong understanding of High COIN needs and inclusive pedagogy.



Knowledge of trauma-informed and attachment-aware practice



Understanding of hybrid and inclusive models of education



Secure understanding of safeguarding and statutory responsibilities



Person Specification continued

Essential	Desirable
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Skills and Abilities

Ability to plan and deliver highly personalised learning.



Ability to build trusting relationships with vulnerable students.



Strong curriculum design and assessment skills.



Confidence working with external agencies and professionals.



Excellent communication skills with students, families and staff.



Ability to remain calm, reflective and consistent under pressure.



Personal Qualities and Attributes

Deep belief in the potential of every student.



Nurturing, patient and emotionally intelligent.



Resilient, reflective and solution-focused.



Organised, reliable and professional.



Values-driven, ethical and inclusive.



Willing to innovate and shape new provision



Aspire Innovate Respect



Closing date Tuesday 05 May 2026 at 10:00am
Interview date - TBC

We reserve the right to close applications early should we appoint a suitable candidate.

For an informal discussion about the role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



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www.carringtonschool.org

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