



Job Description

Role	SEN Primary Teacher	School/Department	Trust Schools
Grade	MPR/UPS Plus SEN 1	Reports to	TBC
Purpose	To contribute to high-quality teaching and learning for primary-aged students at Cranbury College, applying specialist knowledge of special educational needs to plan and deliver provision that enables appropriate development, engagement and progress for each learner.		
Scope	Staff responsibilities:		Financial Accountability:
	None		None
Key accountabilities	<p>The postholder will be required to work across all Cranbury College sites to meet operational needs as appropriate.</p> <p>The postholder is accountable for delivering high-quality teaching and learning that meets the diverse needs of students with special educational needs and supports their progress from individual starting points; maintaining high standards of behaviour for learning and positive conduct; ensuring the reliability, accuracy and effective use of formative and summative assessment; consistently implementing school policies and agreed curriculum approaches; using resources effectively and safely to support learning; and ensuring the safety, wellbeing and safeguarding of all students in their care.</p>		
Relationships	The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to creating a collaborative, supportive environment that enables shared success and strong outcomes for all.		
Supporting Maiden Erlegh Trust	The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.		
Main duties and accountabilities	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Understand and apply the principles of the Early Years Foundation Stage and relevant Key Stage 1 and Key Stage 2 curricula within a specialist SEN context. 		



- Plan, develop and deliver high-quality teaching that reflects the individual strengths and needs of students with SEN
- Develop and adapt resources that engage students and support the acquisition of new skills and knowledge.
- Implement adaptive teaching strategies to enable all students to access the curriculum.
- Contribute to the design and delivery of the school's enrichment curriculum.
- Support students during assessment activities in line with agreed approaches.
- Motivate and inspire students to engage positively with learning.
- Direct and supervise support staff assigned to lessons to ensure effective deployment.
- Monitor and respond to curriculum developments and initiatives.
- Participate in training and professional development, including implementing multidisciplinary strategies to meet student needs.
- Ensure consistent application of classroom routines, including assessment and feedback expectations.
- Promote an aspirational, inclusive and solution-focused learning culture among students and colleagues.

Assessment

- Track and monitor pupil attainment, achievement and behavioural progression.
- Develop targets aligned to students' Education, Health and Care Plans and contribute to annual reviews.
- Contribute to robust assessment, profiling and reporting systems.
- Provide detailed reports and strategies to support the wider staff team.
- Contribute to whole-school improvement through planning, implementation, review and evaluation activities.
- Analyse and interpret assessment data to inform individualised intervention planning.
- Maintain accurate and up-to-date records of assessment.
- Be accountable for individual student progress against starting points.
- Prepare and present written and verbal reports on pupil progress to parents in line with school policy.
- Contribute to preparation for inspection and external review processes.



- Ensure curriculum pathways reflect each pupil's abilities, strengths and needs.

Behaviour Management and Student Wellbeing

- Demonstrate consistently high expectations for behaviour, achievement and social and emotional development.
- Promote positive values, attitudes and behaviour through respectful and consistent interactions.
- Build strong, positive relationships with students.
- Implement school policies, including behaviour and safeguarding procedures.
- Model the ethos and vision of the school at all times.
- Communicate effectively and sensitively with parents, carers and external agencies.
- Develop and maintain positive home-school relationships, including supporting programmes for families where appropriate.
- Attend child in need, child protection and annual review meetings as required.
- Work collaboratively with colleagues, including support staff, to support student wellbeing.
- Comply with health and safety policies and procedures.
- Ensure the safety and wellbeing of students during all authorised activities.
- Create a positive, nurturing and safe learning environment that supports curiosity and engagement.
- Undertake duties that support the safety and wellbeing of students and staff.
- Report safeguarding and health and safety concerns promptly in line with policy.

Pastoral and Inclusion

- Contribute to the coordination, development and delivery of pastoral care.
- Work closely with multidisciplinary teams to implement agreed strategies that support inclusion and student development

Trust Culture

- Support the Trust's values and ethos through consistent application of policies, practices and procedures.
- Maintain high expectations of all students.



	<ul style="list-style-type: none">• Contribute to a collaborative and respectful school and Trust community.• Support extra-curricular activities and whole-school events.• Work collaboratively with colleagues and other professionals, including covering lessons where required in line with school policy. <p>Other</p> <p>Support students in preparing for future pathways and progression.</p> <p>Participate in recruitment, selection and teacher training activities where required.</p> <p>Lead annual review meetings in collaboration with the SENDCo and senior leaders.</p> <p>Liaise with parents, carers, colleagues, Trust staff and external agencies as required.</p> <p>Participate fully in appraisal processes, taking responsibility for professional development.</p> <p>Undertake any reasonable duties as directed by the Headteacher or senior leadership team.</p> <p>Attend meetings as directed by line managers and the Headteacher.</p>
<p>Other requirements and responsibilities</p>	<ul style="list-style-type: none">• Enhanced DBS clearance required.• All staff are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.• The postholder must be aware of and comply with safeguarding policies and procedures and report concerns as required.• The Trust retains the right to implement changes to job descriptions to reflect the evolving demands of the post, in consultation with the postholder.



Person Specification

Role	SEN Primary Teacher MPR/UPS Plus SEN 1	School/Department	Trust Schools
Qualifications, training and education	<ul style="list-style-type: none">• Evidence of successful teaching and classroom practice, including monitoring and assessing pupil progress at Key Stage 1 and 2• Good knowledge and understanding of the Early Years Foundation Stage and National Curriculum for Key Stage 1 and 2• Experience of working with children with SEMH and associated complex difficulties• Experience of multi-agency working• Experience of supporting colleagues through coaching or mentoring• Relevant teaching qualification Skills and abilities Teaching and learning		
Skills and abilities	<ul style="list-style-type: none">• Strong understanding of how children with SEMH and associated complex difficulties learn and the strategies required to enable curriculum access• Knowledge and understanding of high-quality teaching and learning and strategies to raise achievement• Understanding of inclusive practice to support learning• Knowledge of a range of factors that may impede learning in relation to SEN and behaviour• Knowledge of current issues and policy relating to the SEND Code of Practice and social inclusion		



	<ul style="list-style-type: none">• Knowledge of the range of difficulties experienced by pupils who have experienced trauma Communication• High level of communication and interpersonal skills• Ability to communicate effectively with colleagues, families and external professionals Organisation and planning• Comprehensive understanding of assessment and profiling• Ability to analyse information to inform provision and intervention planning Behaviour management• Strong knowledge and understanding of effective behaviour management strategies and interventions• Ability to maintain a calm and consistent approach and avoid confrontation• Excellent classroom management skills with a flexible, problem-solving approach Pastoral and inclusion• Commitment to social inclusion and enhancing the life chances of pupils• Ability to work effectively within a multidisciplinary team and implement agreed strategies• Sound understanding of equal opportunities and confidentiality as they relate to the role Technical skills• Understanding of quality of provision and assessment to support learning Personal qualities• Ability to work under pressure in a changing environment• Emotional resilience when working with challenging behaviours and responsibility for own wellbeing• Willingness to explore new ideas and working practices• Commitment to positive working with difficult behaviours and attitudes• Capacity to contribute to, and benefit from, working within a team• Willingness to work across sites and within the school• Willingness to share strategies to support team members
Requirements specific to the role	<ul style="list-style-type: none">• All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.• To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required.• Suitability to work with children.• DBS clearance required.



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Maiden Erlegh Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Signed: Post holder	
Date:	