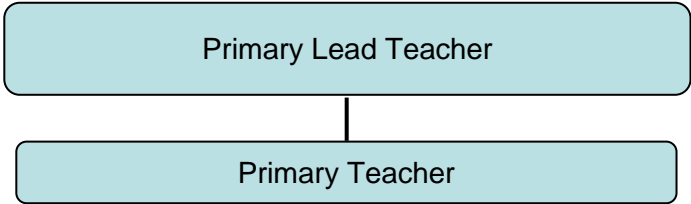




Cranbury College

Job Description			
Role	Primary Teacher	Reports to	Primary Behaviour Support Manager/Lead Teacher
Grade	MPS/UPS + SEN1	Hours of work	1.0 FTE
Purpose	To contribute to the Cranbury College's strategic objectives to support students disengaged from education and learning by: <ul style="list-style-type: none"> Teaching Key stages 1&2 in the Primary Pupil Referral Unit To support the work of the Cranbury College Outreach services in mainstream settings 		
Scope	Main contacts: Students, Parents, Staff, Mainstream Settings	Staff responsibilities: N/A	Financial accountability: N/A
Accountabilities	<ul style="list-style-type: none"> To plan, develop and deliver outstanding teaching and learning (Primary) To contribute to coordination, development and delivery of all elements of pastoral care To track pupil attainment/achievement/behavioural progression To contribute to robust/comprehensive assessment and profiling systems To provide detailed reports and suggested strategies at the end of placements To contribute to whole school development/improvement, planning, implementation, review and evaluation To liaise with all stakeholders To scrutinise, analyse and interrogate assessment data and profiles to inform appropriate, individualised intervention planning and strategies. To support the development of good practice across mainstream settings Be responsible for leading learning with groups of College students as required. To model high quality teaching and coaching in line with national developments and mainstream practice To promote innovation, an aspirational learning culture and solution focused thinking among staff groups To be accountable for keeping appropriate records of assessment To be accountable for individual student progress against starting points To develop resources for students and staff that inspire and excite students to learn new skills and knowledge Take part in all training and development activities, to ensure methods and techniques are kept up to date To perform any reasonable task as directed by the Headteacher, Senior Manager or lead teacher To attend meetings and staff meetings as directed by line managers and the Headteacher Prepare and present informative written and verbal reports on pupils' progress to parents in line with Cranbury College policies. Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level. To ensure they are prepared for Ofsted inspections and any other benchmarking or assessment visits. <p>NON-SUBJECT RESPONSIBILITIES</p> <ul style="list-style-type: none"> Demonstrate consistently high expectations of all pupils and a commitment 		

	<p>to raising their achievement and social and emotional well-being.</p> <ul style="list-style-type: none"> • Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration. • Develop strong and positive relationships with pupils. • Implement all college policies, including the college's behaviour policy. • Contribute to the design and delivery of the college's enrichment curriculum • Model the ethos and vision of the college at all times. • Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary. • Contribute to the college's liaison, marketing and pupil recruitment activities. • Establish and maintain effective working relationships with colleagues including support staff. • Be familiar with and comply with the College's Health and Safety policies • Be responsible for the health & safety of pupils when they are authorised to be on college premises and when engaged in authorised activities elsewhere
Qualification criteria	<ul style="list-style-type: none"> • Qualified Teacher Status
Personal Attributes	<ul style="list-style-type: none"> • Good/outstanding teacher • Primary qualification or considerable successful experience of teaching all subjects. • Knowledge and understanding of effective behaviour management techniques/strategies/intervention • Comprehensive understanding of assessment and profiling • Understanding of quality of provision and assessment to support learning • Understanding of inclusive practice to support learning • Knowledge and understanding of a range of factors that may impede learning • Knowledge and understanding of what constitutes quality teaching and learning and strategies to improve teaching and learning and improve/raise achievement • Evidence of successful teaching and classroom practice, monitoring and assessing pupil; progress at all Key Stages • A good knowledge and understanding of the National Curriculum for all key stages • Experience of inclusion of pupils experiencing Emotional, Behavioural and Social Difficulties • Knowledge of current issues and policy in relation to the revised Code of Practice for SEN and Social Inclusion • Experience of multi-agency working • Knowledge of the range of difficulties experienced by pupils who have experienced trauma • Experience of supporting colleagues who require coaching or mentoring • A high level of communication and interpersonal skills • The ability to avoid confrontation and maintain a corporate ethos and awareness • Excellent classroom management skills and a flexible, problem-solving approach to pupil management • Capacity to identify and advise on effective classroom management strategies relevant to the teaching • Ability to work effectively and constructively with a wide range of professionals in other agencies • Commitment to social inclusion and enhancing the life chances of pupils • A willingness to explore new ideas and working practices • Capacity to work under pressure in a changing environment

	<ul style="list-style-type: none"> • Demonstrate emotional resilience in working with challenging behaviours and be responsible for managing your own emotional health • Solution focused thinking • Commitment to positive working with difficult behaviours and attitudes • The capacity to contribute to, and benefit from, working within a team • A sound understanding of Equal Opportunities and confidentiality as they relate to this post • A current driving licence and the ability to travel within Reading Borough • Willingness to work across sites
Organisational Chart	 <pre> graph TD A[Primary Lead Teacher] --> B[Primary Teacher] </pre>

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.

Signed: _____
Post holder

Date: _____

Academic Year 2021 - 2022