



Cranmer Primary School

Executive Headteacher: Mr Martin Roughley

Head of School: Mr Elroy Smith

Chair of Governors: Mr Benedick Harris

02 May 2025

Dear Applicant,

EYFS/Lower KS1 Special Needs Class Teacher from September 2025

Based in Additional Resource Provision (ARP)

(Inner London Main Pay Scale with SEN Allowance)

Thank you so much for requesting further details about the position currently available at our school to commence September 2025. We hope you enjoy looking through the information provided and that you decide to apply.

Our additionally resourced provision is for children with Autism within Cranmer Primary School, a vibrant school in Mitcham. Our ARP opened in September 2022 and expanded to three classes in September 2023. We have recently undergone extensive renovations and are now working with new specialist classrooms and therapy spaces which have been thoughtfully designed with the needs of the children in mind.

We are looking for a class teacher to join our inclusion team from September 2025. This is an exciting and unique opportunity with significant career development potential.

Our children come from a wide range of backgrounds, but all have Speech, Language and Social Communication Needs. Most will also have Autism and many will have other Special Educational Needs and Disabilities (SEND) such as a range of SEMH needs and ADHD.

Our closely triangulated approach places the child at the centre of decision making, ensuring that education and therapy professionals, parents/carers, local authority teams and, most importantly, our students can work together to secure outstanding outcomes for all. Central to this role is knowing the child, building professional, nurturing and positive relationships and motivating students.

The post is offered on a permanent full time basis from 1st September 2025. You will be based one of our three Additional Resource Provision Classes.



'Believe and Achieve.'

Cranmer Road, Mitcham, Surrey, CR4 4XU

Telephone: 020 8648 2621

Email: headteacher@cranmer.merton.sch.uk


Website: www.cranmer.merton.sch.uk

We have uploaded our application form, job description and person specification. Please ensure you complete section: *Supporting Statement* in the application form fully outlining your suitability for the post; taking into consideration the person specification and the responsibilities of the position.

If you would like any more information about the school or the position, do give me a call or email me on headteacher@cranmer.merton.sch.uk. We are more than happy for prospective candidates to visit and look forward to welcoming you.

Thank you again for your interest; we look forward to receiving and reading your application which needs to be submitted by: **12:00 p.m. (noon) on Friday 16th May 2025 with interviews being held on Wednesday 21st May 2025.**

Yours sincerely,



Martin Roughley
Executive Headteacher

CRANMER PRIMARY SCHOOL



JOB DESCRIPTION AND PERSON SPECIFICATION

TITLE	CLASS TEACHER – MAIN PROFESSIONAL GRADE (Inner London)
NAME:	
SCALE:	MAIN PROFESSIONAL GRADE (INNER LONDON)
LINE MANAGER:	ASSISTANT HEADTEACHER FOR PHASE
RESPONSIBLE TO:	THE HEADTEACHER, DEPUTY HEADTEACHER AND ASSISTANT HEADTEACHERS
<p>1. To fulfil the National Standards for Qualified Teacher status as laid down by the Department of Education (DfE) (Appendix 1). Also, to carry out the duties of a teacher as outlined in 'The School Teachers' Pay and Conditions Document.'</p>	
<p>2. Requirement to speak fluent English</p>	
<p>3. To work to ensure that Cranmer's vision and values are achieved: - Cranmer's vision statement:</p> <p style="text-align: center;"><i>Believe and Achieve.</i></p> <p>At Cranmer we have our own Values that we instill in our community. Each term during our Monday assemblies and throughout the school day we build upon our three Cranmer values; Trust, Respect, Kindness and Resilience.</p> <p style="text-align: center;">This sets the tone and underpins all of our work and policies at Cranmer.</p>	
3.	To enthusiastically participate in our staff team and to carry out all the responsibilities of a class teacher in line with Cranmer's agreed school policy statements and staff handbook.
4.	To maintain Cranmer's commitment to safeguarding and promoting the welfare and well-being of every child, abiding by all related policies (eg PSHE, Child safeguarding, behaviour).
5.	In particular to work to ensure that all teaching and learning is in line with our teaching and learning policy and our values statement.
6.	To work to ensure high standards of achievement and maintain high expectations of children's work and behaviour.

7.	To work as a member of the staff team, liaising with subject leaders to ensure effective delivery of all aspects of the curriculum.
8.	To be committed to your own and others' professional development, attending development courses and in-school development as appropriate.
9.	To support and to work closely with your partner-teachers in the year group ensuring that all children across the year receive agreed curriculum content. This will involve close liaison and regular, weekly, as well as, informal planning meetings.
10.	To plan and meet the needs of all pupils, planning differentiated work to support children's personalised learning, especially with regard special educational needs, children who are in receipt of the pupil premium, and children who are able, talented or gifted.
11.	To show respect and care for each child in your class. To assess risk wherever necessary and take responsibility for health and safety of children in your care.
12.	To respect and to actively encourage the involvement of parents / carers in the school as a whole and, in particular, in the education of their child.
13.	To plan and work closely with support staff and outside agencies whose roles are to support children with SEN, EAL and ATG children.
14.	To participate in the school's appraisal processes to support further professional development.
15.	If not following an ECT programme, take responsibility as a subject leader for a non-core curriculum subject, following the schools' policy on the role of the subject leader.
16.	is able to plan innovative and creative lessons for children based in the ARP
17.	is keen to develop and share their experience and knowledge, whether this is a move into specialist education or teachers already working in specialist provision
18.	is able to lead an ARP class team in a positive, solution focussed way
19.	know that our children, within the ARP, require lots of attention, the right sort of communication, consistency and flexibility in equal measure, and a non-judgemental approach.
20.	To participate in the development of the life of the school as an educational and extended services community.

This school is committed to safeguarding children and promoting the welfare of children – and expects all staff and volunteers to share this commitment.



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Name:

Signature:

Date: