



Mossbourne Federation

JOB DESCRIPTION

POSITION	Second in Charge of SEN Inclusion
SALARY	Teachers' Main PayScale + Mossbourne MPS Allowance £1600 + TLR / UPS + TLR
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Head of SEN Inclusion / SENCO
RESPONSIBLE FOR	Deputy SENCO / Assisting in the running and management of the Curriculum Support Department
LOCATION	Mossbourne Victoria Park Academy
KEY WORKING RELATIONSHIPS	SLT, ELT, Teaching Staff, Students and Parents

Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies in both East London and Thurrock: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Fobbing Academy (MFA) secondary and sixth form, Mossbourne Port Side Academy (MPSA) secondary, Mossbourne Parkside Academy (MPA). Mossbourne Herd Lane (MHA), and Mossbourne Riverside Academy (MRA) all primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian, and other minority ethnic descent. Injustice, discrimination, and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

Mossbourne Victoria Park Academy (MVPA)

At Mossbourne Victoria Park Academy we are continuing to build on the Federation's ethos of providing an exceptional education for all our students. With children at the heart of everything we do, Mossbourne Victoria Park Academy continues to raise expectations and achievement in Hackney and its neighbouring boroughs, with the belief that all students can fulfil their true potential. Our students receive great lessons, enjoy a vibrant enrichment programme, and have access to our oratory specialism. Our outstanding teaching staff work in a rewarding environment where everyone pulls together for the same thing: the best possible deal for our students.



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The Curriculum Support Department

The Curriculum Support Department supports students with a wide range of needs including but not limited to literacy and numeracy difficulties; social, emotional, and mental health issues; moderate to severe learning difficulties; speech, language, and communication needs; Specific Learning Difficulties and those on the Autism Spectrum. We support these students through a variety of interventions including LEXIA, Fast ForWord, Accelerated/Acceleratewrite, mentoring, counselling, drama therapy, speech, and language therapy, 1:1 support with a specialist teacher, TA support in class and small groups.

The Learning Area is very well-resourced and comprises:

- Modern classrooms with interactive whiteboard and DVD-playing facilities
- Three therapy rooms for mentoring, drama therapy and speech and language therapy
- A learning centre for students to seek support during break and lunchtimes
- Well-equipped staff offices

JOB SUMMARY

The purpose of the role is to support the Head of SEN Inclusion in managing the Curriculum Support Department and be responsible for the day-to-day running of the Curriculum Support Department in the absence of the Head of SEN Inclusion. The person employed in this role must also support the implementation of the Academy's vision and priorities and ensure the implementation of the Learning Area's vision and priorities.

Main Duties & Responsibilities

The post holder's key responsibilities are, but not limited to:

- To support and promote the ethos of the Academy
- To model the attitudes and behaviours expected from an employee of the Academy, as set out in the Staff Code of Conduct
- To be accountable to the Head of SEN Inclusion for achieving agreed personal appraisal targets
- To play a leading role in maintaining order in the Academy by re-enforcing high expectations regarding student behaviour, and in the Curriculum Support Department
- To set the tone, expectations, and atmosphere in the Learning Area for students and staff to achieve their potential
- To support the Head of SEN Inclusion in facilitating appropriate staff development and to ensure staff are developed and challenged to fulfil their potential
- To lead on all matters about SEN Inclusion as required by the Head of SEN Inclusion through an excellent knowledge & understanding of the National Curriculum and the SEN Code of Practice
- To line manage some of the specialist SEN teaching staff, including those teachers working with SEN students as part of their SEN provision and all SEN teaching staff in the absence of the Head of SEN Inclusion
- To support the line management of the Teaching Assistant and Mentoring Teams
- To share responsibility with all HOLAs for nurturing group teaching and learning
- To line manage the CSD Administrator, in the absence of the Head of SEN Inclusion
- To line manage the literacy tutor, in the absence of the Head of SEN Inclusion
- To be responsible for monitoring and reporting to parents on the progress of pupils and to liaise with parents, social services, and other agencies regarding the Academy's provision for students with SEN as required by the Head of SEN Inclusion
- To monitor and evaluate the effectiveness of interventions and support for pupils with SEN, through appropriate methods including provision mapping and management systems, as directed by the Head of SEN Inclusion
- To be responsible for the admissions process for students with Education, Health and Care Plans (EHCPs), attending meetings and tribunals as directed by the principal and as required by the Head of SEN Inclusion
- To ensure that relevant data about students with SEN is disseminated effectively
- To be responsible for the preparation and review of policies, procedures and Academy documentation about SEN as directed by the Head of SEN Inclusion
- To work closely with, and to communicate effectively with the Head of SEN Inclusion and, in their absence, the Vice Principal and the Pastoral Team to ensure effective systems are in place to support pupils presenting with behaviours that challenge
- To support the Head of SEN Inclusion in working with the specialist teacher responsible for assessing Access Arrangements and the Head of Centre and Examinations Officer, to ensure appropriate Access Arrangements for examinations are in place.
- To support the Head of SEN Inclusion in liaising with the member of staff responsible for Vocational and Alternative Education to ensure that the Key Stage 4 curriculum offer meets the needs of SEN students
- To support the Head of SEN Inclusion by overseeing the preparation of IEPs and target setting for all students with SEN, including those on SEN Support
- To support the Head of SEN Inclusion with overseeing and monitoring the work of all external professionals working with SEN pupils including but limited to Educational Psychology Services and Young Hackney.
- To support the Head of SEN Inclusion with overseeing the preparation of regular written reports on the progress of pupils in the Curriculum Support Department, including reports for Annual Reviews
- To support the Head of SEN Inclusion with overseeing and ensuring the provision of specialist teaching and classroom support for all SEN students is maintained
- To support the Head of SEN Inclusion by ensuring colleagues within the Academy receive appropriate training in respect of all SEN students.



Mossbourne Federation

JOB DESCRIPTION

- To support the Head of SEN Inclusion by ensuring there is liaison with relevant national bodies, and the Learning Trust's Learning Support Service in developing SEN policy within the Academy
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description



Mossbourne Federation

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Person Specification

Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	The ability to lead a large learning area when required, including the teams of teachers, teaching assistants, learning mentors and external specialists to ensure each area of SEN specialism within the LA ensures outstanding progress/outcomes for SEND	X	X	X
E	Outstanding classroom practice, with a proven record of ensuring the excellent progression of students across all abilities	X		X
E	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	X		X
E	Effective planning, assessment and record keeping	X	X	
E	The ability to develop and maintain positive relationships with other teachers, members of the Extended Senior Leadership Team, support staff and parents/carers		X	
E	Proven track record of success	X		
D	Demonstrated experience working with young people who can exhibit challenging or unexpected behaviour, and a flexibility and willingness to support them to achieve their potential	X		
D	Extensive experience working with parents / carers and demonstrated belief in the importance of close home-school liaison	X		
Qualifications				
E	A good degree	X		X
E	Must hold or be prepared to undertake a SENCo qualification and, ideally, hold a specialist qualification in SEND	X	X	
E	Qualified Teacher Status (QTS)		X	
IT knowledge				
D	Excellent working knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		X	
D	Ability to swiftly adapt to and utilise new/various systems/software		X	
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		X	X
Behavioural Competencies				
E	Excellent analytical and multi-dimensional communication skills	X		X
E	Strategic approach, ability to see the 'big picture' and also think 'outside of the box'	X		
E	Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard	X		
E	Be able to model outstanding leadership of the Curriculum Support Department when required, and lead by example, have the initiative to work independently, with minimal supervision, demanding the highest standards of CSD staff	X		
E	Must have the upmost integrity as well as high levels of motivation and commitment	X		
E	Proactive approach and efficient time management and prioritisation skills	X		
E	Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	X	X	
Applicable to all staff				
E	Undertake training as required to so in order to fulfil the requirements of the role	X		X



Mossbourne Federation JOB DESCRIPTION

E	Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	X	X	X
E	Recognise your role as part of the succession of Mossbourne	X	X	X
E	Play an active role in terms of Safeguarding all students and adults	X	X	X

Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. The document is not a comprehensive list; it simply outlines expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.