



JOB DESCRIPTION & Person Specification

POSITION	Head of SEN Inclusion
SALARY	Leadership Pay Scale – Spine Point 7 - 11
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	SLT
RESPONSIBLE FOR	Running and management of the Curriculum Support Department
LOCATION	Mossbourne Victoria Park Academy
KEY WORKING RELATIONSHIPS	SLT, 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 four academies: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Parkside Academy (MPA) and Mossbourne Riverside Academy (MRA) both 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 (MVPA) we continue to build on the Federation's ethos of exceptional education for all our pupils. With learning at the heart of everything we do, MVPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs, with the belief that all pupils can fulfil their true potential. The Curriculum Support Department (CSD) is made up of specialist teachers, a learning mentor, speech and language therapist, senior TA and classroom-based TAs. To support students' academic, social and behavioural needs we offer an extensive range of interventions and work closely with the pastoral and curriculum teams to ensure that each student is able to reach their potential.

If you want to be part of the team that is improving the future of our students, then read on!

The Extended Leadership Team

The ELT consists of the Senior Leadership Team, the Heads of Learning Area, the Senior Pastoral Team, and Senior METs (Mossbourne Excellent Teachers). The ELT support the Principal in both the day-to-day running of the Academy and in shaping the medium-term strategy for maintaining superb standards in a high-performing school. The ELT, on a rota, run the senior detention and carry out senior duties, as well as being highly visible staff who are always available to support staff in the Academy. The ELT attend and support all significant academy events including parents' evenings and results days.

JOB SUMMARY

The successful candidate will join the Extended Leadership Team and will manage and be responsible for the day to day workings of the Curriculum Support Department and ensure the implementation of the Academy's and department's vision and priorities. They will lead the resourcing and delivery of SEND provision and work with subject leaders, teachers and support staff to ensure that procedures and expectations regarding SEND students are clear and appropriate.

The successful applicant will be an outstanding teacher, focused on the attainment of all students and must hold Qualified Teacher Status (QTS). They will also be well organised, energetic and willing to go the 'extra mile'. They will ideally have experience in running an SEN Department and certainly have significant expertise/qualifications in the field of SEN. Ideally, they will hold the SENDCo qualification, The National Award for SENCos.

Main Duties & Responsibilities

- 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 Principal and SLT line manager for achieving agreed personal appraisal targets.
- To play a leading role in maintaining order in the academy by re-enforcing high expectations in regard to student behaviour, and in particular in the Curriculum Support Department.
- To set the tone, expectations and atmosphere in the Curriculum Support Department for students and staff to achieve their potential and to facilitate appropriate staff development and ensure staff are developed and challenged to fulfil their potential.
- To lead on all matters pertaining to SEND and inclusion through an excellent knowledge and understanding both of the curriculum and the Revised SEND Code of Practice (2014).
- To attend DSL training and to act as a Designated Safeguarding Lead taking a lead role within the CSD for ensuring academy safeguarding policies and procedures are implemented, including those pertaining to the safer recruitment of staff.
- To directly line manage the specialist SEN teaching staff, and oversee the management of the support staff within the team.
- To indirectly line manage the Teaching Assistant Team.
- To determine which students are placed within the Nurture teaching and learning sets alongside HOLAs.
- To line manage the CSD Administrators.
- To ensure, alongside the Senior Pastoral Team, that the needs of students placed in the Alternative Provision Centre continue to be met and that they, like all students, fulfil their potential.
- To be responsible for monitoring and reporting to parents on the progress of students and to liaise with parents regarding the academy's provision for students with SEND.
- To oversee and monitor the work of all external professionals working with SEND students.e.g. Children's Social Care, Educational Psychologist, Speech and Language Therapist etc.
- To monitor and evaluate the effectiveness of interventions and support for students with SEND through appropriate methods, including provision mapping and management systems.
- To be responsible for the admissions process for students with EHCPs, including attending meetings, and tribunals and responding to consultations, as directed by the Principal.
- To ensure that relevant data pertaining to students with SEND is disseminated effectively.
- To be responsible for the preparation and review of all policies, procedures and academy documentation pertaining to SEN e.g. relevant sections of the SEF, SIP and census returns.

- To report to Governors the SLT and the Pupil Discipline Committee on matters relating to SEND.
- To work closely and communicate effectively with the Pastoral Team to ensure effective systems are in place to support students presenting with behavioural difficulties.
- To overview the work of the specialist teacher responsible for access arrangements for examinations and, in liaison with the Head of Centre and Examinations Officer, to ensure appropriate access arrangements are in place.
- To liaise with the senior leader responsible for the curriculum to ensure that the Key Stage 4 curriculum offer meets the needs of SEND students.
- To overview the preparation of SEN support plans and interventions for students with SEND.
- To liaise with the Careers Officer to ensure effective careers advice and guidance for SEND students.
- To oversee the preparation of regular written reports on the progress of students in the Curriculum Support Department, including reports for the Annual Review.
- To ensure specialist SEND staff work closely with other professionals to ensure the provision of appropriate SEND support across the Academy.
- To take responsibility for ensuring colleagues within the academy receive appropriate training in respect of SEND students and to ensure the effective dissemination of information, attendance at local meetings and national training in the area of SEND.
- To ensure there is liaison with relevant national bodies, and Hackney Education's Learning Support Service, to develop SEND 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 which is not exhaustive.
- To model, in everything you do, the academy's values of courtesy, hard work, integrity, resilience and excellence.
- To take part in the academy's wider curriculum offer including PSHCERSE, Bourne Scholar and Enrichment as required

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	✓	✓	✓
E	Outstanding classroom practice, with a proven record of ensuring the excellent progression of students across all abilities	✓		✓
E	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	✓		✓
E	Effective planning, assessment and record keeping	✓	✓	
E	The ability to develop and maintain positive relationships with other teachers, members of the Extended Senior Leadership Team, support staff and parents/carers		✓	
E	Proven track record of success	✓		
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	✓		
D	Extensive experience working with parents / carers and demonstrated belief in the importance of close home-school liaison	✓		
Qualifications				
E	A good degree	✓		✓
E	Must hold or be prepared to undertake a SENCo qualification and, ideally, hold a specialist qualification in SEND	✓	✓	
E	Qualified Teacher Status (QTS)		✓	
IT knowledge				
D	Excellent working knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		✓	
D	Ability to swiftly adapt to and utilise new/various systems/software		✓	
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		✓	✓
Behavioural Competencies				
E	Excellent analytical and multi-dimensional communication skills	✓		✓

E	Strategic approach, ability to see the 'big picture' and also think 'outside of the box'	✓		
E	Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard	✓		
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	✓		
E	Must have the upmost integrity as well as high levels of motivation and commitment	✓		
E	Proactive approach and efficient time management and prioritisation skills	✓		
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	✓	✓	
Applicable to all staff				
E	Undertake training as required to so in order to fulfil the requirements of the role	✓	✓	✓
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	✓	✓	✓
E	Recognise your role as part of the succession of Mossbourne	✓	✓	✓
E	Play an active role in terms of Safeguarding all students and adults	✓	✓	✓

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.