

<b>Job title:</b>	Access Arrangement and Literacy Coordinator	<b>Salary:</b>	Competitive Dependent on experience	<b>Contract term:</b>	FTC for one year, with view to being extended
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<b>Responsible to:</b>	Head of SEN Inclusion	<b>Responsible for:</b>	
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### **Mossbourne Federation**

The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

### **Mossbourne Victoria Park Academy**

At Mossbourne Victoria Park Academy (MVPA) we continue to build on The Mossbourne Federation ethos to provide an exceptional education for all pupils in our care. 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 students can fulfill their true potential. Our staff deliver excellent lessons; our pupils enjoy a vibrant enrichment programme and have access to debate, speech making and presentation training through our oratory specialism. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our pupils.

### **CSD Department**

At Mossbourne Victoria Park Academy, our dynamic and highly successful Curriculum Support Team provides vital support to students who are underachieving. As such, they are a key part of the pastoral care we provide for students. In order to support the students in our care with their wide variety of needs, we offer an extensive range of interventions to support students academically, socially and behaviourally. This includes, but is not limited to: LEXIA, Fast ForWord, Reading Assistant, Accelerated/Accelerwrite, handwriting support, Counselling, Mentoring and one to one tuition. We also work closely with both the pastoral and curriculum teams within the academy to ensure there is a cohesive framework around each student on the SEN register so that each student is able to reach their

true potential.

The Expressive Arts Learning Area runs an extensive range of extra-curricular activities. There is a thriving Academy Band and as well as a Choir – both of which perform outside the Academy.

#### **Access Arrangement and Literacy Coordinator**

This role requires the person to provide support for students with specific learning difficulties and other literacy needs across the academy. They will also be required to lead the literacy interventions across the Academy and monitor student progress. Students selected for this level of support present with a wide range of needs that are often managed, and frequently overcome, with the support of a Literacy Tutor. This form of tutoring provides 1:1 adult guidance for learning, in a constructive, supportive and professional setting and is an intrinsic and successful element of the curriculum support system.

In addition, the successful candidate will have a relevant qualification which enables them apply for and coordinate access arrangements across the Academy.

#### **Key Accountabilities**

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

- The application and administration of access arrangement procedures across the Academy
- To take responsibility for a caseload of students with SpLD or literacy difficulties as designated by the Head of SEN Inclusion, including students who are not on the SEND Register
- To take responsibility for a range of interventions as directed by the Head of SEN Inclusion including: LEXIA, Spellzone and Reading Plus
- To ensure that students receive regular support and input to promote their progress in the Academy
- To assess the learning needs of students and give advice or set targets for IEPs in accordance with the Revised SEN Code of Practice and Academy's Policies
- To be responsible for the writing, monitoring and evaluation of targets for students as directed by the Head of SEN Inclusion
- To be responsible for the planning, delivering, assessing and recording of support given to students
- To support the learning of students in a variety of ways to meet the needs of the student: e.g. 1:1 support in class, individual and regular withdrawal, observations in class, as appropriate to each students' needs.
- To prepare review reports for students receiving SEN Support or with Statements of SEN or EHCPs, in line with the Annual Review Procedures
- To hold Review Meetings with parents for students on the caseload
- To work closely with teaching and support staff offering guidance and support to ensure students identified as having literacy difficulties are catered for across the curriculum
- To attend all meetings as directed by the Head of SEN Inclusion
- To undertake and carry out, in line with Academy procedures, all designated duties to ensure the smooth running of the Academy

Person Specification				
Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task
Experience				
E	<ul style="list-style-type: none"><li>have a relevant qualification which enables them apply for and coordinate access arrangements across the Academy</li></ul>	✓	✓	
E	<ul style="list-style-type: none"><li>A relevant background/experience of working with young people with literacy difficulties</li></ul>	✓	✓	
E	<ul style="list-style-type: none"><li>Ability to work independently and as part of a team</li></ul>	✓	✓	
E	<ul style="list-style-type: none"><li>Demonstrable understanding of how to get the best out of young people</li></ul>	✓	✓	
E	<ul style="list-style-type: none"><li>Good written and verbal communication skills</li></ul>	✓	✓	
E	<ul style="list-style-type: none"><li>Able to liaise in a professional manner with parents and external agencies</li></ul>	•	✓	
E	<ul style="list-style-type: none"><li>Ability to develop and maintain positive relationships with teachers, support staff and parents</li></ul>	✓	✓	
Qualifications				
E	<ul style="list-style-type: none"><li>Level 5 Diploma in Specific Learning Difficulties/Dyslexia or equivalent qualification in Access Arrangements</li></ul>	✓	✓	
D	<ul style="list-style-type: none"><li>Good educational qualifications (preferably a degree)</li></ul>		✓	
IT knowledge				
D	<ul style="list-style-type: none"><li>Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)</li></ul>		✓	
D	<ul style="list-style-type: none"><li>Ability to swiftly adapt to and utilise new/various systems/software</li></ul>		✓	
D	<ul style="list-style-type: none"><li>Ability to make effective and appropriate use of IT</li></ul>		✓	
Behavioural Competencies				
E	<ul style="list-style-type: none"><li>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</li></ul>	•	•	

E	<ul style="list-style-type: none"> <li>Must have the upmost integrity as well as high levels of motivation and commitment</li> </ul>	•		
D	<ul style="list-style-type: none"> <li>Be an integral member of the Curriculum Support Department with the initiative to work independently with minimal supervision</li> </ul>	•		
E	<ul style="list-style-type: none"> <li>Strategic approach, ability to see the 'big picture' and also think 'outside of the box'</li> </ul>	•		
D	<ul style="list-style-type: none"> <li>Excellent analytical and multi-dimensional communication skills</li> </ul>	•		
<b>Applicable to all staff</b>				
E	<ul style="list-style-type: none"> <li>Undertake training as required to so in order to fulfil the requirements of the role</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>✓ 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</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Recognise your role as part of the succession of Mossbourne</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Play an active role in terms of Safeguarding all students and adults</li> </ul>	✓	✓	

***Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. 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. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***