

<b>Job title:</b>	CSD Administrative Assistant	<b>Salary:</b>	Competitive - dependent on experience	<b>Contract term:</b>	Permanent Teachers Work Pattern (Term Time only plus 1 week and INSET days. and as when required during school breaks) Core hours -7.30am - 4.30pm
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<b>Responsible to:</b>	Senior TA / CSD Administrator	<b>Responsible for:</b>	N/A
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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.

### **The CSD Department**

The Curriculum Support Department is made up of Specialist teachers, a learning mentor, a speech and language therapist, a senior TA and classroom-based teaching assistants. 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.

### **CSD Administrative Assistant Role**

The Mossbourne Federation is committed to educational excellence in Hackney. We are seeking to appoint an Administrative Assistant to join our Curriculum Support Team at Mossbourne Victoria Park Academy.

The role will involve working with the Head of SEN Inclusion and the Senior TA and CSD Administrator in supporting students with special educational needs, including those on the Autistic Spectrum. The CSD Administrative Assistant will also be responsible for supporting the Senior TA and CSD Administrator in managing a team of teaching assistants, completing data for the literacy team, coordinating the work of external agencies, and completing CSD administrative activities, as directed by the Head of SEN Inclusion and Senior TA and CSD Administrator.

### **Key Accountabilities**

**The post holder will report directly to the Senior TA and CSD Administrator, however, other Senior members of staff including the Head of SEN Inclusion may also direct activities.**

**Key responsibilities are likely to include, but are not limited to, the following:**

- To assist the Senior TA and CSD Administrator & Head of SEN Inclusion with the supervision of a team of TAs
- To assist the Senior TA and CSD Administrator in drawing up timetables for TAs and directing their areas of work
- To oversee and report to the Senior TA and CSD Administrator & Head of SEN Inclusion on matters concerning the professional conduct and performance of TAs, including: punctuality, attendance, record keeping and confidentiality and to monitor absence and conduct
- To work with groups of students outside of the classroom. The number of students included will reflect the nature of the task, the students concerned, the location involved and the length of time to be supervised
- To carry out routine administrative tasks such as maintaining CSD documentation, collating Annual Review paperwork, ensuring the SEN register is kept up-to-date, and assisting the Senior TA and CSD Administrator and the Head of Inclusion, as required
- To support the Head of SEN Inclusion & Access Arrangement Coordinator in the administration of exam access arrangements, as required
- To support other members of the team during CSD PREP support as and when required
- To assist the Senior TA and CSD Administrator in Performance Managing the TAs
- To manage the Weekly Duty Rota
- To support the TAs with effectively completing TA Annual Review Reports.

- Setting up, maintaining and overseeing the effective running of the TA record keeping system, ensuring all is regularly completed; sorting out any technical issues that may arise.
- To assist in monitoring and recording the progress of individual students in accordance with Academy procedures, and through reporting to class teachers
- To give oral and written feedback to students on their attainment in order to promote further progress
- To help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs
- To help train students in the individual and collaborative study skills necessary for learning
- To work alongside other adults, including teachers, trainee teachers, and other support staff
- To work with teachers to identify and respond appropriately to students' individual needs, assisting students in areas of specific difficulty
- To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with Academy policies and procedures. To carry out other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the Head of Inclusion and other Senior staff
- To maintain confidentiality at all times with regard to both supported students and the wider school
- Under the direction of appropriate professionals and adequate training, to assist in meeting particular student needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties are that which would generally be carried out by a parent
- With adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence, wherever possible
- To support the Literacy Tutor with inputting of all Literacy data
- To support the Literacy Tutor with setting up and running various literacy tests throughout the academic year
- To assist in running literacy interventions as required
- To assist the Access Arrangements Coordinator with administrative tasks as appropriate

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification at any time after consultation with the post-holder.

PERSON SPECIFICATION	
Essential [E] or Desirable [D]	Requirements
<b>Experience</b>	
D	Experience of working with students with complex and special educational needs
D	Experience of support work in an inner-city, multicultural academy
D	Experience of working on a one to one basis with students with specific needs under the direction of teachers
D	Experience of helping to deliver teaching programmes under the direction of teachers to groups of students
D	Experience of monitoring students achievement and progress
<b>Professional Knowledge and Understanding</b>	
E	Knowledge, understanding and commitment to equal opportunities
E	Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs
E	Knowledge of strategies to engage reluctant or underachieving students with the ability to work with teachers, identify, and respond to student's needs.
D	Demonstrable understanding of the National Curriculum
<b>Professional Skills &amp; Abilities</b>	
E	To be able to demonstrate competent English and mathematic skills
E	Excellent communication, planning and organisational skills
E	Ability to use initiatives under direction of Leader of Learning and/or class teacher
E	Ability to develop and maintain good working relationships with the whole academy community
E	Ability to work as part of a team or independently
E	Ability to be flexible and positive
D	Ability to use classroom materials and equipment including information and communication technology (ICT)
E	An awareness of strategies for managing students with challenging behaviour
E	Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour
<b>Applicable to all staff</b>	
E	Undertake training as required to so in order to fulfil the requirements of the role
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation
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 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.***