MOSSBOURNE FEDERATION

Job title:	SENCO	Salary:	Competitive (depending on experience)	Contract term:	Permanent

Responsible to:	Principal	Responsible for:	SEND Provision

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 Parkside Academy

At Mossbourne Parkside Academy (MPA) we continue to build on The Mossbourne Federation ethos of exceptional education for all of our pupils. With learning at the heart of everything we do, MPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all pupils can fulfil their true potential. Our pupils receive great lessons and enjoy a vibrant curriculum. Our outstanding teaching staff provide pupils with a happy and caring learning environment and have high expectations for behaviour and manners throughout the academy.

SENCO

The successful applicant will be passionate about education. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will hold Qualified Teacher Status (QTS) and have a proven track record of successful teaching in the Primary phase. They will be committed to moving the Academy forward. The SENCo supports teachers to support children with a wide range of difficulties including but not limited to: literacy and numeracy difficulties, social, emotional and mental health issues, moderate to severe learning difficulties, Specific Learning Difficulties and Autism Spectrum Conditions. We support these children through a variety of interventions including: LEXIA, FreshStart, mentoring, counselling, speech and language therapy, 1:1 support and TA support in class and in small groups.

Key Accountabilities

The post holders key responsibilities are, but not limited to:

- Supporting and promoting the ethos of the Academy
- Leading on all matters pertaining to SEN inclusion through an excellent knowledge & understanding of the National Curriculum and the SEN Code of Practice

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- Line managing some of the teaching support staff, including those working with SEN students as part of their SEN provision.
- Working closely with, and communicating effectively with, the Senior Leadership Team to ensure effective systems are in place to support pupils presenting with behavioural difficulties
- Supporting the Phase Leaders for assessing for Access Arrangements to ensure appropriate Access Arrangements for examinations are in place.
- Overseeing the preparation of IEPs and target setting for students with SEN
- Overseeing and monitoring the work of all external professionals working with SEN pupils: Educational Psychologist, Young Hackney etc.
- Preparing regular written reports on the progress of pupils on the SEND register, including reports for the Annual Review
- Supporting the Senior Leadership Team with overseeing and ensuring the provision of specialist teaching and classroom support for all SEN students is maintained
- Supporting the Senior Leadership Team, ensuring colleagues within the Academy receive appropriate training in respect of all SEN students.
- Liaising with relevant national bodies and the Learning Trust's Learning Support Service in developing SEN policy within the Academy
- Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Responsibility for monitoring and reporting to parents on the progress of pupils and liaising with parents, social services and other agencies regarding the Academy's provision for students with SEN
- Monitoring and evaluating the effectiveness of interventions and support for pupils with SEN, through appropriate methods including provision mapping and management systems.
- Responsibility for the admissions process for students with Statements of Special Educational Needs (SEN) or Education, Health and Care Plans (EHCPs), attending meetings and tribunals as directed by the Principal and as required by the Head of SEN Inclusion
- Ensuring that relevant data pertaining to students with SEN is disseminated effectively
- Responsibility for the preparation and review of policies, procedures and Academy documentation pertaining to SEN
- Line managing the Lead Learning Mentor
- Responsibility to their line manager for his/her duties, responsibilities and teaching tasks
- Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the Academy curriculum and maximise children's achievement
- Undertaking the teaching of groups of pupils in identified target groups and cover teacher as required by the Academy
- Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group
- Making effective use of ICT to enhance learning and teaching
- Ensuring careful and on-going assessment of the pupils learning to inform further planning

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- Ensuring that the curriculum is differentiated to mean that tasks and activities are matched to the ability of the children and henceforth allowing them to make progress at the right pace and level
- Completing all assessments and records as determined by academy policy in a timely fashion
- Working with academy leaders to track the progress of individual children and intervene where pupils are not making progress
- Working with Academy leaders to complete and teach individual pupil plans where pupils have specific needs (ECHPs).
- Ensuring that equal opportunities are implemented in the classroom and throughout the Academy
- Developing and maintaining positive relationship with parents, involving them actively in the classroom and in the learning process
- Participating in planning and staff meetings
- Contributing towards the development of the Academy and implementation of whole Academy policies
- Contributing and co-operating with other staff and professional agencies as appropriate to the needs of the children
- Complying with Health and Safety requirements and initiatives as directed
- Compliance with Data Protection legislation
- The successful applicant may be required to work outside of normal academy hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings
- Undertaking in-service training for further development as a SENCo.
- Undertaking general responsibilities in the Academy as agreed with the Principal

The duties and responsibilities of the post may vary from time to time according to the changing needs of the Academy.

Person Specification				
Essential [E] or Desirable [D]	**Requirements**	**Assessment Criteria**		
		Interview	**Application form**	**Task**
Experience				
E	• Must have taught in Key stage 1&2	•	•	•
D	• Will have demonstrable experience of teaching in a multicultural inner city environment	•	•	•
E	• Must understand the expectations in the Ofsted Framework regarding effective learning and teaching	•	•	•
E	• Must have a sound knowledge of the National Curriculum Orders for all subjects for both Key Stages	•	•	•

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E	• A sound knowledge and understanding of the Foundation Stage Curriculum	•	•	
D	• An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings	•	•	
E	• Familiarity with End of Key Stage Standardised Attainment Tests	•	•	
D	• Understanding of and commitment to the Academy policies, in particular: – Participation and implementation of the academy Behaviour Policy – Commitment to and implementation of the Academy 's safeguarding children policy – Awareness of Health and Safety implementation in the work place – Implementation of the Academy Equal Opportunities Policy	•	•	
E	• Must understand the contribution of EMA work in a primary Academy and what constitutes good practice and support for bilingual learners	•	•	
E	• Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN	•	•	
E	• Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN	•	•	
E	• A good classroom practitioner willing and able to teach across the Key Stages	•	•	
E	• Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	•	•	•
E	• Must be able to keep records of pupil progress in line with Academy policy	•	•	•
E	• Must be able to use assessments of pupils learning to inform future planning	•	•	•
	• Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work		•	

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	• Must hold or be prepared to undertake the SENCo qualification and, ideally, hold a specialist qualification in SEND		•	
	• The ability to lead a learning area including the teams teaching assistants, learning mentors and external specialists to ensure each area of SEN specialism within the Academy delivers outstanding progress/outcomes for SEND		•	
E	• Ability to plan and work collaboratively with colleagues	•	•	•
Qualifications				
E	• Educated to degree level	•	•	
E	• Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	•	•	
IT knowledge				
D	• Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		•	
E	• 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	• Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	•	•	•
E	• A teacher with a flexible approach to work who enjoys being a good team member	•	•	•
E	• Must have good oral and written communication skills	•	•	•
E	• Must be able to manage own work load effectively and respond swiftly to tight dead lines	•	•	•
E	• Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	•	•	•
E	• Must have the upmost integrity as well as high levels of motivation and commitment	•		

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E	• Proactive approach and efficient time management and prioritisation skills	•		
E	• Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	•	•	•
E	• Willingness, and ability, to contribute to whole Academy INSET	•	•	•
E	• Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others	•	•	•
E	• To practice equal opportunities in all aspects of the role and around the work place in line with policy	•	•	•
E	• To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	•	•	•
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 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.

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