



## JOB DESCRIPTION & Person Specification

|                                  |  |
|----------------------------------|--|
| <b>POSITION</b>                  | Senior Teaching Assistant  |
| <b>SALARY</b>                    | Teaching Assistant Pay Scale – Spine Point 1   |
| <b>HOURS</b>                     | 40 hours per week  |
| <b>FULL TIME EQUIVALENT</b>      | Term Time Only [39 Weeks]  |
| <b>CONTRACT TYPE</b>             | Permanent  |
| <b>RESPONSIBLE TO</b>            | SENCO/Principal  |
| <b>RESPONSIBLE FOR</b>           | Teaching Assistant   |
| <b>LOCATION</b>                  | Mossbourne Victoria Park Academy   |
| <b>KEY WORKING RELATIONSHIPS</b> | Teaching staff<br>Teaching assistants<br>Higher level teaching assistant<br>SENCO<br>Principal |

### 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 Parkside 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!

## **JOB SUMMARY**

You will be leading a team of teaching assistants with varying responsibilities to ensure that pupils have support in several areas including general academic support, SEND and intervention support. You will ensure that this provision remains consistent and of the highest standard. You will be taking small groups of pupils out of the classroom to lead interventions prepared by yourself. These interventions will include raising academic attainment with specific subjects and SEND support to pupils with ASD, speech and language and special learning. You will report into the SENCO lead to ensure that interventions and support given is tailored appropriately to the needs of the pupils and support given to the other teaching assistants is consistent.

## **Main Duties & Responsibilities**

- Work under the direction of the class teacher, SENCO or a member of the management team to carry out work and tasks set by the teacher.
- Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the direction and supervision of a teacher.
- Assist the teacher and work as directed in preparing the classroom and resources for planned work to take place.
- To work with teachers to identify and respond appropriately to student's individual needs, assisting students in areas of specific difficulty.
- To assist the teacher in setting appropriate learning and behaviour expectations of students and supporting students appropriately to achieve these.
- To help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs
- To contribute to the planning and evaluation of learning activities for individuals and groups.
- To provide specialist support including group work to pupils with learning, behavioural, communication, social, sensory or physical difficulties.
- To draw on specialist skills and knowledge to respond effectively to pupils with special educational needs.
- To provide support and feedback to newly recruited teaching assistants, acting as a mentor if required.
- To supervise and performance manage a team of teaching assistants.
- In the presence of the teacher, to present agreed learning tasks in a clear and stimulating manner to help maintain students' interest and motivation.
- Assess, record and report on development, progress and attainment.
- Provide information and action tasks that support individual education plans.
- Under the direction of appropriate professionals to assist in meeting physical, development or medical needs identified in an approved care plan. This can include medical procedures.
- Accompany teachers and pupils on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher. Assist with the planning of these visits.
- To supervise students during breaks and/or lunchtimes and before the start of the academic day.
- Follow all federation policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equality and data protection. Ensuring the health and safety of all pupils in the classroom and throughout the academy in accordance with the academy's policy.
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities including a First Aid Certificate.
- Have a flexible and proactive approach to ensure the needs of the children are being met with the support of the team.
- Any other duties commensurate to the level of the post.

| <b>Person Specification</b>                    |  |                            |                  |               |
|--|--|----------------------------|------------------|---------------|
| <b>E</b> Essential<br>Or <b>D</b><br>Desirable | <b>Requirements</b>  | <b>Assessment Criteria</b> |                  |               |
|  |  | Interview                  | Application Form | Task / Lesson |
| <b>Experience</b>                              |  |                            |                  |               |
| <b>E</b>                                       | Experience of working with children with complex and special needs   | <b>X</b>                   | <b>X</b>         | <b>X</b>      |
| <b>D</b>                                       | Experience of support work in an inner-city, multicultural academy   | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Experience of working on a one-to-one basis with children with specific needs under the direction of qualified teachers  | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Experience of helping to deliver teaching programmes to small groups of children under the direction of qualified teachers   | <b>X</b>                   | <b>X</b>         |               |
| <b>D</b>                                       | Experience of monitoring children's achievement  | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Knowledge, understanding and commitment to equal opportunities   | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Knowledge of strategies to support children with complex and special educational needs   | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | An awareness of strategies for managing pupils with challenging behaviour  | <b>X</b>                   |                  | <b>X</b>      |
| <b>D</b>                                       | Knowledge of issues and strategies relating to reluctant or underachieving learners  | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Knowledge of strategies to support children in acquiring the English Language  | <b>X</b>                   | <b>X</b>         |               |
| <b>E</b>                                       | Ability to use classroom materials and equipment   | <b>X</b>                   | <b>X</b>         | <b>X</b>      |
| <b>Qualifications</b>                          |  |                            |                  |               |
| <b>E</b>                                       | A recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs e.g. Level 2 award in support work in schools, level 2 certificate in supporting teaching and learning, level 2 teaching assistant certificate |                            | <b>X</b>         |               |
| <b>D</b>                                       | Educated to a degree level or equivalent   |                            | <b>X</b>         |               |
| <b>D</b>                                       | To hold a recognised qualification in First Aid  |                            | <b>X</b>         |               |
| <b>IT knowledge</b>                            |  |                            |                  |               |
| <b>D</b>                                       | Strong working knowledge of the MS Office Applications   |                            | <b>X</b>         |               |
| <b>Behavioural Competencies</b>                |  |                            |                  |               |
| <b>E</b>                                       | Excellent communication skills   | <b>X</b>                   |                  | <b>X</b>      |
| <b>D</b>                                       | Strategic approach, ability to see the 'big picture'   | <b>X</b>                   |                  |               |
| <b>E</b>                                       | Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard   | <b>X</b>                   |                  |               |
| <b>E</b>                                       | The upmost integrity and high levels of motivation & commitment.   | <b>X</b>                   |                  |               |
| <b>E</b>                                       | Proactive approach & efficient time management & prioritisation skills   | <b>X</b>                   |                  |               |
| <b>E</b>                                       | Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation  | <b>X</b>                   | <b>X</b>         |               |
| <b>Applicable to all staff</b>                 |  |                            |                  |               |
| <b>E</b>                                       | Undertake training as required to fulfil the requirements of the role  | <b>X</b>                   | <b>X</b>         | <b>X</b>      |
| <b>E</b>                                       | 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   | <b>X</b>                   | <b>X</b>         | <b>X</b>      |
| <b>E</b>                                       | Recognise your role as part of the succession of Mossbourne  | <b>X</b>                   | <b>X</b>         | <b>X</b>      |
| <b>E</b>                                       | Play an active role in terms of Safeguarding all students and adults   | <b>X</b>                   | <b>X</b>         | <b>X</b>      |

**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.**