



JOB DESCRIPTION & Person Specification

POSITION	SENCO
SALARY	Leadership Scale L1-L3
HOURS	40 hours per week
FULL TIME EQUIVALENT	52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	SEND Provision
LOCATION	Mossbourne Riverside Academy
KEY WORKING RELATIONSHIPS	Teachers, Students and Parent/Carers

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 Riverside Academy (MRA)

At Mossbourne Riverside Academy (MRA) we continue to build on The Mossbourne Federation ethos, providing an exceptional education for all pupils in our care. With learning at the heart of everything we do, we continue to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all children can fulfil their true potential. Our staff deliver excellent lessons, and our pupils enjoy a vibrant enrichment programme. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing - the best possible deal for our pupils.

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

JOB SUMMARY

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 the National SENCO Award (NASENCO) 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 mentoring, counselling, speech and language therapy, 1:1 support and TA support in class and in small groups.

Main Duties & Responsibilities

- 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.

- Line managing teaching support staff, including those working within SEND provision.
- Working closely with, and communicating effectively with, the SLT 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 SEND reviews and target setting for students with SEND.
- Overseeing and monitoring the work of all external professionals working with SEND pupils.
- Preparing regular written reports on the progress of pupils on the SEND register, including reports for the Annual Review
- Working in the SLT to ensure provision of specialist teaching & classroom support for all SEND students is maintained to a consistently high standard.
- Working in the SLT, ensuring colleagues receive appropriate training in respect of all SEND students.
- Liaising with relevant national bodies and the Learning Support Service in developing SEND policy.
- 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 SEND.
- Monitoring and evaluating the effectiveness of interventions and support for pupils with SEND, through appropriate methods including provision mapping and management systems.
- Responsibility for the admissions process for students with SEND and/or EHCPs, attending meetings and tribunals as directed by the Principal.
- Ensuring that relevant data pertaining to students with SEND is disseminated effectively.
- Responsibility for the preparation and review of policies, procedures and SEND documentation.
- Line managing support staff.
- 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 as required.
- 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.
- Ensuring that the curriculum is differentiated so that tasks and activities are matched to the ability of the children and allow 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 staff 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 to the development of the Academy and implementation of Federation policies.
- Collaborating 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 meetings of the Governing Body and other committees.
- 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				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
E	Must have taught in Early Year Foundation Stage or KSI & 2	X	X	X
E	Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	X	X	X
E	Must be able to keep records of pupil progress in line with academy policy and use assessment of pupils learning to inform future planning	X	X	
D	Will have demonstrable experience of teaching in a multicultural inner-city environment	X	X	X
Qualifications				
E	A good degree in the subject or a related subject	X	X	
E	Qualified Teacher Status (QTS)	X	X	
E	National SEND Award (NASENCO)	x	x	
IT knowledge				
E	Strong knowledge of MS Office Applications and adapting to new systems	X	X	
E	Effective & appropriate use of ICT in lessons & across Learning Area	X	X	X
Professional Knowledge and Understanding				
E	An understanding of the expectations in the new Ofsted Framework	X	X	X
E	An understanding of the National Curriculum Orders for all subjects for both Key Stages	X	X	X
E	An understanding of the Foundation Stage Curriculum	X	X	
D	An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings	X	X	
D	Understanding and implementing the academy policies, in particular: <ul style="list-style-type: none"> Behaviour Policy Safeguarding children policy Awareness of Health and Safety Equal Opportunities Policy 	X	X	
E	Must understand the contribution of EAL work in a primary academy and what constitutes good practice and support for bilingual learners	X	X	
E	Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL, SEN and or PP	X	X	
E	Familiarity with writing and delivering effective Individual Education Plans	X	X	
E	Effective lesson planning for all the pupils in a class, setting clear learning intentions & differentiated tasks	X		
E	Diligent record keeping of pupil progress in line with Academy policy	X		

E	Adapt in the assessments of pupils learning to inform future planning	X		
E	Ability to select & devise appropriate teaching methods & resources to meet the differing needs of students in practical & written work	X		
E	The ability to lead a learning area including the TAs, learning mentors & external specialists to ensure each area of SEN specialism within the Academy delivers outstanding progress / outcomes for SEND pupils	X		
Behavioural Competencies				
E	Must be willing to engage parents in the education of their children	X	X	
E	Flexible approach to work	X	X	X
E	Excellent communication skills	X	X	X
E	Efficient time management and meeting deadlines	X	X	
E	Work collaboratively with colleagues, contribute to INSET days, motivate others, share skills and discuss relevant issues	X	X	
E	To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.	X	X	X
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
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	X	X	X
E	Recognise your role as part of the succession of Mossbourne	X	X	X
E	Play an active role in terms of Safeguarding all students and adults	X	X	X

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.