

## **JOB DESCRIPTION**

|                                  |   |
|----------------------------------|---|
| <b>POSITION</b>                  | Teaching Assistant S Level  |
| <b>SALARY</b>                    | £19,519.61 to £21,864.71 FTE  |
| <b>HOURS</b>                     | 36 hours per week   |
| <b>FULL TIME EQUIVALENT</b>      | 38 weeks TTO  |
| <b>CONTRACT TYPE</b>             | Permanent   |
| <b>RESPONSIBLE TO</b>            | SENCO or senior teaching assistant  |
| <b>RESPONSIBLE FOR</b>           | N/A   |
| <b>LOCATION</b>                  | MVPA /MCA   |
| <b>KEY WORKING RELATIONSHIPS</b> | Teaching staff<br>SENCO<br>Senior Teaching Assistant<br>Higher level Teaching Assistant |

### **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 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.

### **Mossbourne Victoria Parkside Academy (MVPA)**

At 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!

## **Mossbourne Community Academy (MCA)**

MCA is the Federation's flagship academy built on high expectations and doing right by the pupils in our care, in order for them to succeed. MCA has changed the face of education in Hackney and raised educational expectations to the highest level; we have achieved National recognition for setting a new benchmark for non-selective comprehensive education. All pupils are encouraged to achieve their true potential. With outstanding GCSE and A-level results, year on year, MCA is placed within the top 1% of schools in the country.

### **Job Summary**

You must be passionate about education, well organised and willing to go the extra mile. You will be required to work in close liaison with the class teacher to support the students and their learning and support the daily classroom routine. This post is complimentary to that of the teacher, you will be required to carry out a wide variety of tasks under the direction and supervision of the teaching staff and senior TA. You will assist and support teachers in their professional duties and supervise children's work and play activities.

### **Duties and 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. Works with individual pupils or small groups of pupils as directed by the teacher and under the teacher's guidance.
- 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 re-inforce students' self-esteem, encouraging inclusion of students with special educational needs
- In the presence of the teacher, to present agreed learning tasks in a clear and stimulating manner to help maintain students' interest and motivation
- To give oral and written feedback to students on their 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
- Outside the classroom, to work with groups of students. The number of students will reflect the nature of the task, the students concerned and the duration of the activity. At all times a named teacher will have responsibility and be available to be called when required.



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- 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.
- Where required to undertake responsibility for a specific area e.g. literacy, Lexia etc
- Follow all federation policies and procedures, in particular those 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

| Person Specification           |  |                     |                  |               |
|--------------------------------|--|---------------------|------------------|---------------|
| Essential [E] or Desirable [D] | Requirements   | Assessment Criteria |                  |               |
|                                |  | Interview           | Application form | Task (lesson) |
| Experience                     |  |                     |                  |               |
| D                              | <ul style="list-style-type: none"><li>Experience of working with children with complex and special needs</li></ul>   | ✓                   | ✓                |               |
| D                              | <ul style="list-style-type: none"><li>Experience of support work in an inner-city, multicultural academy</li></ul>   | ✓                   | ✓                |               |
| E                              | <ul style="list-style-type: none"><li>Experience of working on a one to one basis with children with specific needs under the direction of qualified teachers</li></ul>    | ✓                   | ✓                |               |
| E                              | <ul style="list-style-type: none"><li>Experience of helping to deliver teaching programmes to small groups of children under the direction of qualified teachers</li></ul> | ✓                   | ✓                |               |
| D                              | <ul style="list-style-type: none"><li>Experience of monitoring children’s achievement</li></ul>  | ✓                   | ✓                |               |
| E                              | <ul style="list-style-type: none"><li>Knowledge, understanding and commitment to equal opportunities</li></ul>   | ✓                   | ✓                |               |
| D                              | <ul style="list-style-type: none"><li>Knowledge of issues relating to underachievement of children</li></ul>   | ✓                   | ✓                |               |
| D                              | <ul style="list-style-type: none"><li>Knowledge of strategies to support children with complex and special educational needs</li></ul>                                     | ✓                   | ✓                |               |



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|                                 | An awareness of strategies for managing pupils with challenging behaviour   | ✓ |   | ✓ |
| D                               | <ul style="list-style-type: none"> <li>Knowledge of strategies to engage reluctant or underachieving learners</li> </ul>  | ✓ | ✓ |   |
| D                               | <ul style="list-style-type: none"> <li>Knowledge of strategies to support children in acquiring the English Language</li> </ul>   | ✓ | ✓ |   |
| E                               | <ul style="list-style-type: none"> <li>Ability to use classroom materials and equipment</li> </ul>  | ✓ | ✓ | ✓ |
| <b>Qualifications</b>           |   |   |   |   |
| E                               | <ul style="list-style-type: none"> <li>A recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs</li> </ul>                           |   | ✓ |   |
| D                               | <ul style="list-style-type: none"> <li>To hold a recognised qualification in First Aid</li> </ul>   |   | ✓ |   |
| <b>IT knowledge</b>             |   |   |   |   |
| D                               | <ul style="list-style-type: none"> <li>Good knowledge of Microsoft (Word, Excel, Outlook, Publisher, Power Point)</li> </ul>  |   | ✓ |   |
| <b>Behavioural Competencies</b> |   |   |   |   |
| E                               | <ul style="list-style-type: none"> <li>To be able to demonstrate good literacy and numeracy</li> </ul>  |   | ✓ | ✓ |
| E                               | <ul style="list-style-type: none"> <li>Excellent communication, planning and organisational skills</li> </ul>   |   | ✓ | ✓ |
| E                               | <ul style="list-style-type: none"> <li>Ability to use initiatives under direction of Leader of Learning and/or class teacher</li> </ul>   | ✓ | ✓ |   |
| E                               | <ul style="list-style-type: none"> <li>Ability to develop and maintain good working relationships with the whole academy community and to work as part of a team</li> </ul>           | ✓ | ✓ |   |
| E                               | <ul style="list-style-type: none"> <li>Ability to be flexible and positive</li> </ul>   | ✓ |   |   |
| E                               | <ul style="list-style-type: none"> <li>Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation</li> </ul> | ✓ | ✓ |   |
| E                               | <ul style="list-style-type: none"> <li>Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour</li> </ul>    | ✓ |   |   |
| <b>Applicable to all staff</b>  |   |   |   |   |
| E                               | Undertake training as required in   | ✓ | ✓ |   |



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|   | 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.***