



JOB DESCRIPTION

POSITION	Teaching Assistant
SALARY	From Spine point S1 £20,666.73 to Spine point S5 £22,897.22 [Actual Pay]
START DATE	1 st February 2024
HOURS	36 hours per week
FULL TIME EQUIVALENT	Full Time, 38 weeks per annum + INSET Days
CONTRACT TYPE	Permanent
RESPONSIBLE TO	HOLA CSD: Head of Inclusion, SENCo
RESPONSIBLE FOR	N/A
LOCATION	Mossbourne Community Academy
KEY WORKING RELATIONSHIPS	Teaching staff Head of Inclusion, SENCO Learning Support Teacher Senior 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 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 Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the pupils in our care in order for them to succeed. MCA has not only changed the face of education in Hackney, but has also raised the bar in educational expectations to the highest level; we achieve recognition nationally for setting a new benchmark for non-selective comprehensive education. All pupils, regardless of background or ability, are encouraged to achieve their true potential and the behaviour of our pupils is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, dated November 2021, judged the academy as 'outstanding' and starts with the sentence 'Mossbourne Community Academy changes pupil's lives for the better' because that is what we do, year on year. In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times 'Good Schools Guide', the 5th most oversubscribed school in England and the most oversubscribed school in London. Such recognition is testament to the pride, hard work and dedication of our staff body, pupils and parents.

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

The Curriculum Support Department

The Curriculum Support Department supports students with a wide range of needs including, but not limited to, needs in the following areas: literacy and numeracy, social, emotional and mental health, moderate to severe learning difficulties, specific learning difficulties and autism spectrum conditions. Students are supported through a variety of interventions which include support in class and in small groups, literacy interventions, mentoring, counselling, speech and language therapy and 1:1 support from a specialist teacher including close liaison with external agencies, as appropriate.

The Learning Area is very well resourced and comprises:

- Modern classrooms with interactive whiteboards
- An intervention room for speech and language therapy
- An intervention room for individual and small group sessions
- A learning centre for students in the ARP (Autism Resourced Provision)
- Well-equipped staff offices

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 staff in the Curriculum Support Department (CSD) and class teachers to support students' inclusion in learning and daily classroom routines. This post is complementary to that of the teacher; you will be required to carry out a wide variety of tasks under the direction and supervision of CSD and teaching staff and will support the inclusion of students with SENDs in all aspects of academy life.

Main Duties & Responsibilities

The successful applicant will be responsible as follows below; this may vary from time to time according to the needs of the academy:

- To support individual pupils, or groups of pupils, accommodated within the academy with a range of special educational needs and disabilities and as directed by the SENCO or line manager
- 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
- To work with individual pupils or small groups of pupils as directed by the teacher and under the teacher's guidance
- To 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 students' individual needs, assisting students in areas of specific difficulty
- To assist teaching staff 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 the 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 students' attainment
- Provide information and action tasks that support individual learning and support 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
- To work with students and groups of students, outside the classroom; 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 overall responsibility and will be available as required
- Accompany teachers and pupils on school visits and in other extra-curricular activities, taking responsibility for specific pupils or small groups, as directed by the teacher
- To assist with the planning of visits and other activities
- 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 programme
- To follow all Federation policies and procedures and, 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
- To participate, as required, in the Federation's performance management process and take part in appropriate training and development activities including a First Aid Certificate
- To have a flexible and proactive approach to ensure the needs of the children are being met with the support of the team
- To undertake 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	Experience of working with children with complex and special needs	X	X	
D	Experience of support work in an inner-city, multicultural academy	X	X	
D	Experience of working on a one to one basis with children with specific SEND needs under the direction of qualified teachers	X	X	
D	Experience of helping to deliver teaching programmes to small groups of children under the direction of qualified teachers	X	X	
D	Experience of monitoring children's achievement	X	X	
E	Knowledge, understanding and commitment to equal opportunities	X	X	
D	Knowledge of issues relating to underachievement of children	X	X	
D	Knowledge of strategies to support children with complex and special educational needs	X	X	
D	An awareness of strategies for managing pupils with challenging behaviour	X	X	
D	Knowledge of strategies to engage reluctant or underachieving learners	X	X	
D	Knowledge of strategies to support children in acquiring the English Language	X	X	
E	Ability to use classroom materials and equipment	X	X	
Qualifications				
D	A recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs		X	
D	A recognised qualification in First Aid		X	
E	GCSE Grade 5 (or equivalent) in English Language and maths		X	
IT knowledge				
D	Good knowledge of Microsoft (Word, Excel, Outlook, Publisher, Power Point)		X	
Behavioural Competencies				
E	Excellent literacy and numeracy skills	X	X	
E	Excellent communication, planning and organisational skills	X	X	
E	Ability to use initiatives under the direction of the learning support teacher (LST) or class teacher (CT)	X	X	
E	Ability to develop and maintain good working relationships with the whole academy community and to work as part of a team	X	X	
E	Ability to be flexible and positive	X	X	
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation	X	X	
E	Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour	X	X	
Applicable to all staff				
E	Undertake training as required in order to fulfil the requirements of the role	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	
E	Recognise your role as part of the succession of Mossbourne	X	X	
E	Play an active role in terms of safeguarding all students and adults	X	X	

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.