

|                                  |                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>POSITION</b>                  | Teaching Assistant                                                                                      |
| <b>SALARY</b>                    | TA Scale S1-S5: £19,405.43 - £21,499.86 [Actual Pay]                                                    |
| <b>HOURS</b>                     | 36 hours per week                                                                                       |
| <b>FULL TIME EQUIVALENT</b>      | 38 weeks term-time-only                                                                                 |
| <b>CONTRACT TYPE</b>             | Permanent                                                                                               |
| <b>RESPONSIBLE TO</b>            | Head of Learning Area – SENCO                                                                           |
| <b>RESPONSIBLE FOR</b>           | Supporting students' inclusion in learning and daily classroom routines                                 |
| <b>LOCATION</b>                  | Mossbourne Victoria Park Academy                                                                        |
| <b>KEY WORKING RELATIONSHIPS</b> | Head of Learning Area – SENCO<br>Teaching staff<br>Curriculum Support Department<br>Administration Team |
| <b>Start Date</b>                | 2 <sup>nd</sup> October 2023                                                                            |

\*We encourage early applications, as we may interview and appoint before the closing date.\*

\*If you have further questions about the role, please contact the Academy Reception on 020 8510 4550.\*

### **The Mossbourne Federation**

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 Park 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. Our staff deliver excellent lessons; our pupils enjoy a vibrant enrichment programme and have access to debate, speech-making and presentation training through our oratory specialism. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our pupils.

### **The Curriculum Support Department (CSD) Learning Area**

The Curriculum Support Department supports students 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 students through a variety of interventions including LEXIA, mentoring, counselling, speech and language therapy, 1:1 support with a specialist teacher, and Teaching Assistant support in class and in small groups. The Curriculum Support Department (CSD) is made up of specialist teachers, learning mentors, a speech and language therapist, senior Teaching Assistants and classroom-based Teaching Assistants.

The Learning Area is very well resourced and comprises:

- Modern classrooms with interactive whiteboard and DVD playing facilities
- A therapy room for mentoring and speech and language therapy
- A learning centre for students to seek support during break and lunch times
- Well-equipped staff offices

### **Why work for us?**

*The chance to really make a difference to the young people who need it the most.*

Our students need the best possible teachers and support staff as they have to overcome significant disadvantage in order to succeed. 41% of our students are eligible for the pupil premium grant, 18% have a special educational need and 21% have English as an additional language. Our results put us in the top 100 schools in the country for pupil progress, because we believe all students can succeed and go to great lengths in order to achieve this.

*A fantastic working environment*

We place ultimate value on respect for staff; behaviour is beyond outstanding; the teacher is sacred. This is a school in which you can really teach. The school is housed in a beautiful Grade ii listed Huguenot building and a purpose built modern one. As you would expect, classrooms and offices are all fully equipped.

*A truly supportive culture*

We offer excellent and frequent opportunities to reflect on and improve your practice, with first rate professional development for all, and a specialist programme for ECTs.

*A range of benefits and perks*

including but not limited to: Season Ticket Loans; Tax free bicycle purchase; Recruitment Applicant Awards; Free staff fitness classes; Corporate gym membership; Tax free child-care vouchers; Discounts at local restaurants; Employee Assistant Programme.

### **Job Summary**

You must be passionate about education, well organised and willing to go the extra mile. You must be willing to assist pupils with their day-to-day personal care needs and to work alongside other professional staff to further pupils' independence skills. This is including but not limited to mobility, toileting, feeding etc. 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 SEND in all aspects of academy life.

### **Main Teaching Assistant 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.
- Work 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.
- Work with teachers to identify and respond appropriately to student's individual needs, assisting students in areas of specific difficulty.
- Assist the teacher in setting appropriate learning and behaviour expectations of students and supporting students appropriately to achieve these.
- Help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain students' interest and motivation.
- Give verbal feedback to students on their attainment.
- Provide information that supports individual education plans.
- Under the direction of appropriate professionals, assist in meeting physical, development or medical needs identified in an approved care plan.
- 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.
- Supervise students during breaks and/or lunchtimes and before the start of the academic day.
- 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 ensuring the needs of the children are being met, with the support of the team.

- Any other duties commensurate to the level of the post.

**Additional Personal Care Assistant Duties & Responsibilities:**

- Provide daily toileting support for students who are unable to do so independently.
- Liaise with the 2<sup>nd</sup>-in-charge SEN Inclusion to ensure support for students remains consistent and in the best interests of the young person.
- Know and understand key policies, in particular those related to health and safety, child protection, behaviour management, inclusion, equality and data protection.
- Ensure the health and safety of all students who require intimate and personal care.
- Any other duties commensurate to the level of the post

| Person Specification             |                                                                                                                           |                     |                  |      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------|
| E Essential<br>Or D<br>Desirable | Requirements                                                                                                              | Assessment Criteria |                  |      |
|                                  |                                                                                                                           | Interview           | Application Form | Task |
| Experience                       |                                                                                                                           |                     |                  |      |
| E                                | Experience working independently and as part of a team                                                                    | X                   | X                |      |
| D                                | Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way            | X                   | X                |      |
| D                                | Experience of support work with children with complex educational needs within an inner-city multicultural academy        | X                   | X                |      |
| D                                | Experience of working on a one-to-one basis with students with specific needs under the direction of teachers             | X                   | X                |      |
| D                                | Experience of helping to deliver teaching programmes under the direction of teachers to groups of students                | X                   | X                |      |
| E                                | Knowledge and understanding of KCSIE and the challenges faced by students with disabilities                               | X                   | X                |      |
| D                                | Experience providing personal care, including toileting and or muscle stretching as required                              | X                   | X                |      |
| D                                | Experience of handling sensitive data                                                                                     | X                   | X                |      |
| D                                | Experience of monitoring children’s achievement                                                                           | X                   | X                |      |
| E                                | Knowledge, understanding & commitment to equal opportunities                                                              | X                   | X                |      |
| D                                | Knowledge of strategies to support children with complex and special needs                                                | X                   | X                |      |
| D                                | An awareness of strategies for managing pupils with challenging behaviour                                                 | X                   | X                | X    |
| D                                | Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners | X                   | X                | X    |
| D                                | Knowledge of strategies to support children in acquiring English as an additional language                                | X                   | X                | X    |
| Qualifications                   |                                                                                                                           |                     |                  |      |
| D                                | A recognised qualification in child development / Early Years / Numeracy & 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                |      |

## JOB DESCRIPTION

### IT knowledge

|          |                                                        |  |          |  |
|----------|--------------------------------------------------------|--|----------|--|
| <b>D</b> | Strong working knowledge of the MS Office Applications |  | <b>X</b> |  |
|----------|--------------------------------------------------------|--|----------|--|

### Behavioural Competencies

|          |                                                                                                                                                                                           |          |          |          |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| <b>E</b> | Excellent communication skills                                                                                                                                                            | <b>X</b> | <b>X</b> | <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 to dealing with problems as they arise                                                                                                                                 | <b>X</b> |          |          |
| <b>E</b> | Efficient time management & prioritisation skills                                                                                                                                         |          |          |          |
| <b>E</b> | Ability to use initiative under Line Manager or class teacher's direction                                                                                                                 | <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; Committed to the principles of Inclusive Education | <b>X</b> | <b>X</b> | <b>X</b> |
| <b>E</b> | Good interpersonal skills                                                                                                                                                                 | <b>X</b> | <b>X</b> | <b>X</b> |
| <b>E</b> | Ability to work independently                                                                                                                                                             | <b>X</b> | <b>X</b> |          |
| <b>E</b> | Understanding of the need for confidentiality                                                                                                                                             | <b>X</b> | <b>X</b> |          |

### Applicable to all staff

|          |                                                                                                                                                                                                    |          |          |          |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| <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 success 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.**