

POSITION	Senior Teaching Assistant
SALARY	UQ1 - £24,254.00
HOURS	40 hours per week
FULL TIME EQUIVALENT	52.143 weeks per year
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Head of Learning Area – SENCO
RESPONSIBLE FOR	Supporting students' inclusion in learning and daily classroom routines Supporting the work of the Teaching Assistants
LOCATION	Mossbourne Victoria Park Academy
KEY WORKING RELATIONSHIPS	Head of Learning Area – SENCO Teaching staff Curriculum Support Department Administration Team Teaching Assistants Manager
Start Date	01/09/2023

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 consists 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 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. In addition, as a Senior Teaching Assistant, you will work on an area of additional responsibility that aims to improve the inclusion and learning of our SEND students.

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.
- 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. This can include medical procedures and personal care.
- 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 Responsibilities include but are not limited to the following:

- Undertake responsibility for a specific area e.g. literacy, Lexia programme.
- Identify pupils for specific literacy interventions.
- Lead on the implementation and recording of the academy’s testing and monitoring programme to identify students with literacy and other difficulties including the running of CAT, NFER GRT, spelling and all testing as directed by the SENCO, Literacy Specialist and Head of Assessment.
- Ensure that all testing is carried out, marked and recorded for staff information in line with academy procedures.
- Lead on the provision of intervention strategies for literacy, including the LEXIA and Reading Plus programmes.
- Deliver intervention packages for students with a range of speech, language and communication difficulties with the support of the SALT.
- Support students with personal care needs as part of a lunchtime duty.
- Maintain excellent clinical notes/records to share with line managers.
- Create and prepare appropriate resources to be used across the school day. This may include computer-based packages as well as physical/paper-based resources.
- Support with other administrative tasks such as photocopying, filing, completion of audits, and ordering equipment.
- Take responsibility for the running and supervision of individual and larger groups of students engaged in intervention programmes.
- Liaise with staff responsible for study support in the scheduling of extra-curricular activities to maximise the success of interventions for students performing below expected levels.
- Liaise with teachers in the identification of students with learning difficulties.
- Support teachers in the planning of the differentiated curriculum and strategies to support students.
- Support the SENCO in the delivery of INSET for Teaching Assistants.
- Mentor, train and monitor the progress of junior Teaching Assistants in supporting students with additional difficulties.

Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task
Experience				
D	Extensive experience working as a teaching assistant	X	X	
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	
E	Knowledge and understanding of KCSIE and the challenges faced by students with disabilities	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	
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	

E	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
E	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
D	Demonstrable understanding of the academy's curriculum	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	
IT knowledge				
D	Strong working knowledge of the MS Office Applications		X	X
D	A good working knowledge of the testing and intervention programmes used within the academy e.g. CAT testing, NGRT testing, LEXIA, Reading Plus		X	X
Behavioural Competencies				
E	Excellent communication, literacy and numeracy skills	X	X	X
E	Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard	X		
E	Upmost integrity and high levels of motivation & commitment	X		
E	Proactive approach to dealing with problems as they arise	X		
E	Efficient time management & prioritisation skills			
E	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	X	X	X
E	Ability to use initiative under Line Manager or class teacher's direction	X		X
E	Good interpersonal skills	X	X	X
E	Ability to work independently	X	X	
E	Understanding of the need for confidentiality	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 success 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.