

<b>POSITION</b>	APC Support Teacher
<b>SALARY</b>	UQ1 - £24,254.00
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	Full Time, 52.143 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Head of APC
<b>RESPONSIBLE FOR</b>	N/A
<b>LOCATION</b>	Mossbourne Community Academy
<b>KEY WORKING RELATIONSHIPS</b>	ELT, Teaching Staff and Students

## 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.

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

## The Alternative Provision Centre

The APC is an internal exclusion unit for students who display challenging behaviour and who need additional support.

## JOB SUMMARY

This is a role which involves the supporting of students within Mossbourne's Alternative Provision Centre (APC) and those students referred for mentoring. The role will involve supporting both KS3 and KS4 students. The role involves supporting and teaching students with behavioural needs as directed by the teaching staff in the APC. The role involves the planning and delivery of topics across the curriculum and the Teaching Assistant will need to be proactive in developing their own subject knowledge where needed. The successful applicant will be passionate about education; they will be well organised, focussed on the attainment of all pupils and willing to go the 'extra mile'.

### **Main Duties & Responsibilities**

The successful applicant will be responsible for the following, however this may vary from time to time according to the needs of the academy:

- To promote and be committed to the Academy's aims and objectives and to implement Academy policies.
- To act as learning mentor to a caseload of pupils, which may include LAC, and to complete all record keeping on the caseload in line with Academy requirements under the guidance of the teacher i/c the APC to deliver lessons at GCSE level to pupils in Years 10 and 11.
- To take every opportunity to develop pupils' language, reading, numeracy and related skills as directed by class teachers and specialist teachers.
- To assist in monitoring and recording the progress of individual pupils in accordance with Academy procedures, and through reporting to class teachers.
- To liaise with subject teachers or teachers in the APC.
- To provide information that supports the preparation and review of Pastoral Support Plans and Behaviour Support Plans.
- To liaise with parents as directed and to attend any necessary parental meetings.
- To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
- To help train students in the individual and collaborative study skills necessary for learning.
- To supervise students during breaks and/or lunchtimes within the APC.
- To give oral and written feedback to pupils on their attainment in order to promote further progress.
- To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.
- To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.
- To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.
- To help create and maintain a purposeful, orderly, and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided.
- In the presence of the teacher, to present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation.
- To work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.

**PERSON SPECIFICATION**

**Essential [E]  
or Desirable  
[D]**

**Requirements**

**Experience**

- |          |   |
|----------|---|
| <b>D</b> | Experience of working with students with complex and special educational needs                                |
| <b>D</b> | Experience of support work in an inner-city, multicultural academy  |
| <b>D</b> | Experience of working on a one to one basis with students with specific needs under the direction of teachers |
| <b>D</b> | Experience of helping to deliver teaching programmes under the direction of teachers to groups of students    |
| <b>D</b> | Experience of monitoring students achievement and progress  |

**Professional Knowledge and Understanding**

- |          |  |
|----------|--|
| <b>E</b> | Knowledge, understanding and commitment to equal opportunities   |
| <b>E</b> | Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs                              |
| <b>E</b> | Knowledge of strategies to engage reluctant or underachieving students with the ability to work with teachers and identify and respond to student's needs. |
| <b>D</b> | Demonstrable understanding of the National Curriculum  |

**Professional Skills & Abilities**

- |          |  |
|----------|--|
| <b>E</b> | To be educated to a minimum of degree level  |
| <b>E</b> | GCSE Maths and English at Grade C or above   |
| <b>E</b> | Excellent communication, planning and organisational skills  |
| <b>E</b> | Ability to use initiatives under direction of Leader of Learning and/or class teacher  |
| <b>E</b> | Ability to develop and maintain good working relationships with the whole academy community                                      |
| <b>E</b> | Ability to work as part of a team or independently   |
| <b>E</b> | Ability to be flexible and positive  |
| <b>D</b> | Ability to use classroom materials and equipment including information and communication technology (ICT)                        |
| <b>E</b> | An awareness of strategies for managing students with challenging behaviour  |
| <b>E</b> | Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour |

**Applicable to all staff**

- |          |  |
|----------|--|
| <b>E</b> | Undertake training as required to so in order to fulfil the requirements of the role   |
| <b>E</b> | Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation  |
| <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>E</b> | Recognise your role as part of the succession of Mossbourne  |
| <b>E</b> | Play an active role in terms of Safeguarding all students and adults   |

**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.**