

Job title:	SENCO	Salary:	Leadership Scale - From L1 £50,167.00 to L3 £52,313.00 [FTE]	Contract:	Permanent, Full time
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Responsible to:	Principal	Responsible for:	SEND Provision
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Mossbourne Federation
<p>The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.</p> <p>The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).</p>

Mossbourne Parkside Academy
<p>At Mossbourne Parkside Academy (MPA) we continue to build on The Mossbourne Federation ethos of exceptional education for all of our pupils. With learning at the heart of everything we do, MPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all pupils can fulfil their true potential. Our pupils receive great lessons and enjoy a vibrant curriculum. Our outstanding teaching staff provide pupils with a happy and caring learning environment and have high expectations for behaviour and manners throughout the academy.</p>

SENCO
<p>The successful applicant will be passionate about education. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will hold Qualified Teacher Status (QTS) and have a proven track record of successful teaching in the Primary phase. They will be committed to moving the Academy forward. The SENCO supports teachers to support children 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 children through a variety of interventions including: Fresh Start, mentoring, counselling, speech and language therapy, 1:1 support and TA support in class and in small groups.</p>

Key Accountabilities
<p>The post holder's key responsibilities include, but not limited to:</p> <ul style="list-style-type: none"> ▪ Supporting and promoting the ethos of the Academy. ▪ Leading on all matters pertaining to SEN inclusion through an excellent knowledge & understanding of the National Curriculum and the SEN Code of Practice. ▪ Line managing teaching support staff, including those working within SEND provision. ▪ Working closely with, and communicating effectively with, the SLT to ensure effective systems are in place to support pupils presenting with behavioural difficulties.

- Supporting the Phase Leaders for assessing for Access Arrangements to ensure appropriate access arrangements for examinations are in place.
- Overseeing the preparation of SEND reviews and target setting for students with SEND.
- Overseeing and monitoring the work of all external professionals working with SEND pupils.
- Preparing regular written reports on the progress of pupils on the SEND register, including reports for the Annual Review
- Supporting the SLT in ensuring provision of specialist teaching & classroom support for all SEND students is maintained to a consistently high standard.
- Supporting the SLT, ensuring colleagues receive appropriate training in respect of all SEND students.
- Liaising with relevant national bodies and the Learning Support Service in developing SEND policy.
- Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Responsibility for monitoring and reporting to parents on the progress of pupils and liaising with parents, social services and other agencies regarding the Academy's provision for students with SEND.
- Monitoring and evaluating the effectiveness of interventions and support for pupils with SEND, through appropriate methods including provision mapping and management systems.
- Responsibility for the admissions process for students with Statements of SEND or EHCPs, attending meetings and tribunals as directed by the Principal.
- Ensuring that relevant data pertaining to students with SEND is disseminated effectively.
- Responsibility for the preparation and review of policies, procedures and SEND documentation.
- Line managing the Lead Learning Mentor.
- Responsibility to their line manager for his/her duties, responsibilities and teaching tasks.
- Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the Academy curriculum and maximise children's achievement.
- Undertaking the teaching of groups of pupils in identified target groups and cover as required.
- Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.
- Making effective use of ICT to enhance learning and teaching.
- Ensuring careful and on-going assessment of the pupils learning to inform further planning.
- Ensuring that the curriculum is differentiated so that tasks and activities are matched to the ability of the children and allow them to make progress at the right pace and level.
- Completing all assessments and records as determined by academy policy in a timely fashion.
- Working with academy leaders to track the progress of individual children and intervene where pupils are not making progress.
- Working with Academy leaders to complete and teach individual pupil plans where pupils have specific needs (EHCPs).
- Ensuring that equal opportunities are implemented in the classroom and throughout the Academy.
- Developing and maintaining positive relationship with parents, involving them actively in the classroom and in the learning process.
- Participating in planning and staff meetings.
- Contributing to the development of the Academy and implementation of Federation policies.
- Collaborating with other staff and professional agencies as appropriate to the needs of the children.
- Complying with Health and Safety requirements and initiatives as directed.
- Compliance with Data Protection legislation.
- The successful applicant may be required to work outside of normal academy hours on occasion (e.g. to attend meetings of the Governing Body and other committees.
- Undertaking in-service training for further development as a SENCO.

- Undertaking general responsibilities in the Academy as agreed with the Principal.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification at any time.

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 and supporting inclusivity, diversity and anti-racism in every facet of what we do.

Person Specification				
Essential or Desirable E or D	Requirements	Assessment Criteria		
		Interview	Application Form	Task
Experience				
E	Must have taught in Key stage 1 & 2		x	
D	Demonstrable experience of teaching in a multicultural inner-city school		x	
E	Understanding of the Ofsted Framework for effective T & L		x	
E	Sound knowledge of the National Curriculum for all subjects at both Key Stages	x		
E	Sound knowledge & understanding of the Foundation Stage Curriculum	x		
D	An excellent understanding of curriculum & pedagogical issues relating to learning & teaching, including the latest inspection & research findings	x		
E	Familiarity with End of Key Stage Standardised Attainment Tests	x		
D	Understanding of & commitment to the Academy policies, in particular: <ul style="list-style-type: none">Behaviour PolicySafeguarding Children PolicyAwareness of Health & Safety implementation in the work placeEqual Opportunities Policy	x		
E	Must understand the contribution of EMA work in a primary Academy & what constitutes good practice & support for bilingual learners	x		
E	Knowledge of effective strategies that meet the needs of all pupils, in particular underachieving groups of pupils, & pupils with EAL & SEN	x		
E	Familiarity with writing & delivering effective Individual Education Plans for pupils with SEN	x		
E	A good classroom practitioner able to teach across the Key Stages	x		
E	Effective lesson planning for all the pupils in a class, setting clear learning intentions & differentiated tasks	x		
E	Diligent record keeping of pupil progress in line with Academy policy	x		
E	Adept in the assessments of pupils learning to inform future planning	x		
	Ability to select & devise appropriate teaching methods & resources to meet the differing needs of students in practical & written work	x		
	Must hold or be prepared to undertake the SENCO qualification and, ideally, hold a specialist qualification in SEND		x	

	The ability to lead a learning area including the TAs, learning mentors & external specialists to ensure each area of SEN specialism within the Academy delivers outstanding progress / outcomes for SEND pupils	x		
E	Ability to plan & work collaboratively with colleagues	x		
Qualifications				
E	Educated to degree level		x	
E	QTS either in the UK or with a desire to achieve English QTS		x	
IT knowledge				
D	Expert knowledge of the Microsoft package (Word, Excel, Outlook, etc.)	x		
E	Ability to swiftly adapt to & utilise new/various systems/software	x		
D	Effective & appropriate use of ICT in lessons & across the learning area	x		
Behavioural Competencies				
E	Must be willing & enjoy engaging parents in order to encourage their close involvement in the education of their children	x		
E	A flexible approach to work and a good team member	x		
E	Must have good oral & written communication skills	x		
E	Effective management of work load & response to tight dead lines	x		
E	Good interpersonal skills, the ability to enthuse, motivate & develop effective partnerships	x		
E	The utmost integrity & high levels of motivation & commitment	x		
E	Proactive approach & efficient time management & prioritisation skills	x		
E	Willingness to share expertise, skills & knowledge, & ability to encourage others to follow suit	x		
E	Willingness, & ability, to contribute to whole Academy INSET	x		
E	Openness & willingness to address & discuss relevant issues, allied with an ability to inspire & challenge others	x		
E	To practice equal opportunities in all areas in line with policy	x		
E	To maintain a personal commitment to CPD linked to the competencies necessary to deliver the requirements of this post	x		
E	Genuine interest & passion for the education of young people & the ability to contribute to the life & community of the Federation	x		
Applicable to all staff				
E	Training as required to fulfil the requirements of the role		x	
E	Support Mossbourne's efforts both verbally & non-verbally via actions & attitude, including adjusting performance &	x		

	practice in accordance with Mossbourne's initiatives & findings			
E	Recognise your role as part of the succession of Mossbourne	x		
E	Play an active role in the safeguarding all students & adults	x	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.