

	JOB DESCRIPTION & Person Specification
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POSITION	Senior Teaching Assistant
SALARY	£25,907.03 – £27,977.99 FTE
HOURS	36 hours per week
FULL TIME EQUIVALENT	38 weeks TTO
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Head of Learning Area (HOLA)
RESPONSIBLE FOR	Teaching Assistants
LOCATION	Mossbourne Victoria Park Academy (MVPA)
KEY WORKING RELATIONSHIPS	Teaching staff SENCO TA Manager

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 Victoria Parkside 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. The Curriculum Support Department (CSD) is made up of specialist teachers, a learning mentor, speech and language therapist, senior TA and classroom-based TAs. To support students' academic, social and behavioural needs we offer an extensive range of interventions and work closely with the pastoral and curriculum teams to ensure that each student is able to reach their potential.

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


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

- 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


In addition, the Senior Teaching Assistant's Responsibilities, working under the guidance of the SENCo, include but are not limited to:

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- Identifying pupils for specific literacy interventions
- Leading 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
- Ensuring that all testing is carried out, marked and recorded for staff information in line with academy procedures
- Leading 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, ordering equipment.
- Taking responsibility for the running and supervision of individual and larger groups of students engaged in intervention programmes
- Liaising 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
- Liaising with teachers in the identification of students with learning difficulties
- Supporting teachers in the planning of the differentiated curriculum and strategies to support students
- Supporting the SENCO in the delivery of INSET for Teaching Assistants
- Mentoring, training and monitoring the progress of junior TAs in supporting students with additional difficulties

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Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
D	Extensive experience working as a teaching assistant	X	X	
D	Experience of working with students with complex and special educational 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 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 monitoring students' achievement and progress	X	X	X
E	Knowledge, understanding and commitment to equal opportunities	X	X	X
E	Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs	X	X	X
E	Knowledge of strategies to engage reluctant or underachieving students with the ability to work with teachers and identify and respond to students' needs	X	X	X
D	Demonstrable understanding of the academy's curriculum	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	
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 & numeracy skills	X	X	X
E	Excellent communication, planning and organisational skills	X	X	X
D	Ability to use initiative under Line Manager or class teacher's direction	X		X
E	Ability to work independently and as part of a team	X		X
E	Ability to develop & maintain positive relationships with all stakeholders	X		X
E	The upmost integrity and high levels of motivation & commitment.	X		X

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E	Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation	X	X	X
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	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		
E	Recognise your role as part of the succession of Mossbourne	X	X	X
E	Play an active role in terms of Safeguarding all students and adults	X	X	

Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met.

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.