

Job title:	Teaching Assistant	Salary:	Dependent on experience	Contract term:	Permanent
-------------------	--------------------	----------------	-------------------------	-----------------------	-----------

Responsible to:	Head of Inclusion	Responsible for:	N/A
------------------------	-------------------	-------------------------	-----

Mossbourne Federation

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.

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).

Mossbourne Community Academy

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. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country.

The CSD Department

The Curriculum Support Department is made up of Specialist teachers, Learning Mentors, Speech and Language Therapists, senior TA’s, Literacy specialists and classroom-based teaching assistants. In order to support the students in our care with their wide variety of needs, we offer an extensive range of interventions to support students academically, socially and behaviourally. This includes, but is not limited to: LEXIA, Fast ForWord, Reading Assistant, Accelerad/Accelwrite, handwriting support, Counselling, Mentoring and one to one tuition. We also work closely with both the pastoral and curriculum teams within the academy to ensure there is a cohesive framework around each student on the SEND register so that each student is able to reach their true potential.

Teaching Assistant Role

Our support staff are an important element of what we do. They embody the same professional qualities of integrity, team-work and attention to detail as our teaching staff. The successful candidate will be committed to the safeguarding of all students. The role involves supporting students with special educational needs, including those with an Autistic Spectrum Disorder.

The successful applicant will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all students. They will support the corporate responsibility for the well-being and discipline of all students in the academy. They will be required to work in close liaison with the class teacher to support the students and their learning, receive instructions and guidance supporting the daily classroom routine and contribute to the efficiency of the Curriculum Support Team. This post is complimentary to that of the teacher, working in partnership to help further the aims of the academy. You will be required to carry out a wide variety of tasks under the direction and supervision of the teaching staff and the Lead Senior TA's.

Key Accountabilities

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 take every opportunity to develop students' language, reading, numeracy and related skills as directed by class teachers and specialist teachers.
- To assist in monitoring and recording the progress of individual students in accordance with Academy procedures, and through reporting to class teachers.
- To give oral and written feedback to students on their attainment in order to promote further progress.
- To work with teachers to identify and respond appropriately to students' individual needs, assisting students in areas of specific difficulty.
- To assist the teacher 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 inclusion of students with special educational needs.
- To help create and maintain a purposeful, orderly and supportive environment for students' learning, ensuring that students 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 students' interest and motivation; to work with students individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.
- To use a range of supporting techniques, including computers and other resources, and consider, in consultation with the teacher, when and how to deploy them.
- Outside the classroom, to work with groups of students. The number of students included will reflect the nature of the task, the students concerned, the location involved and the length of time to be supervised. At all times a named teacher will have ultimate responsibility and be available to be called to give support and take appropriate decisions.
- To provide information that supports the preparation and review of Individual Education Plans and to action appropriate tasks from IEPs.
- Under the direction of appropriate professionals and adequate training, to assist in meeting particular student needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties is that which would generally be carried out by a parent. This excludes the medical procedures spelt out in the task below in italics.
- 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 work alongside other adults, including teachers, trainee teachers, and other support staff.
- To supervise students during breaks and/or lunchtimes and before the start of the academy day.
- To maintain confidentiality at all times with regard to both supported students and the wider academy.
- To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with Academy policies and procedures.
- You are expected to work a total of up to 2 hours overtime per week as directed by your line manager and alternative hours as may reasonably be required from time to time for the proper performance of your duties.
- To carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.
- To carry out other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.

PERSON SPECIFICATION

Essential [E] or Desirable [D]	Requirements
Experience	
D	Experience of working with students with complex and special educational needs
D	Experience of support work in an inner-city, multicultural academy
D	Experience of working on a one to one basis with students with specific needs under the direction of teachers
D	Experience of helping to deliver teaching programmes under the direction of teachers to groups of students
D	Experience of monitoring students achievement and progress
Professional Knowledge and Understanding	
E	Knowledge, understanding and commitment to equal opportunities
E	Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs
E	Knowledge of strategies to engage reluctant or underachieving students with the ability to work with teachers and identify and respond to student's needs.
D	Demonstrable understanding of the National Curriculum
Professional Skills & Abilities	
E	To be able to demonstrate competent English and mathematic skills
E	Excellent communication, planning and organisational skills
E	Ability to use initiatives under direction of Leader of Learning and/or class teacher
E	Ability to develop and maintain good working relationships with the whole academy community
E	Ability to work as part of a team or independently
E	Ability to be flexible and positive
D	Ability to use classroom materials and equipment including information and communication technology (ICT)
E	An awareness of strategies for managing students with challenging behaviour
E	Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour

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

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.