

Job Title:	Learning Support Teacher	Salary:	Main scale + SEN Allowance + £1600 Mossbourne allowance	Contract Term:	Permanent
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Responsible to:	Head of SEN Inclusion	Responsible for:	
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Mossbourne Federation

The Mossbourne Federation is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Over the last fourteen years the Federation has nurtured Sir Clive’s dream by fostering kind, courteous, hard-working and well-rounded learners through an outstanding education based on the core values of Excellence, No Excuses and Unity. Through upholding these core values, Mossbourne will be 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 to teaching and learning within the Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and 6th Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

Mossbourne Victoria Park Academy

At Mossbourne Victoria Park Academy (MVPA) we are continuing to build on the Mossbourne ethos to provide an exceptional education for all our students. With learning at the heart of everything we do, MVPA is continuing to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all students can fulfill their true potential. Our students receive great lessons, enjoy a vibrant enrichment programme and have access to debate, speech-making and presentation training through our Oratory specialism. Our outstanding teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our students.

The Curriculum Support Department (CSD)

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, Fast For Word, Accelerated/Acceleratewrite, mentoring, counselling, speech and language therapy, 1:1 support with a specialist teacher, TA support in class and in small groups.

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

The Learning Support Teacher Role

The successful applicant will be passionate about ensuring that students with additional needs are successful and make outstanding progress within the curriculum. They will be well organised, energetic and willing to go the 'extra mile'. They will hold Qualified Teacher Status (QTS), have a proven track record of successful SEN teaching across different key stages and believe that all students can succeed. This role is suitable for both a primary or secondary qualified teacher, due to the variety of subjects they would be required to teach and the cognitive age of the students.

Key Accountabilities

The post holder's key responsibilities are, but not limited to:

- Promoting and being committed to the Academy's aims and objectives and to implement Academy policies
- To work with the Head of Learning Area and other staff members to ensure the effective provision of teaching and learning to students with additional needs
- To plan and deliver high-quality, differentiated lessons on a day-to-day basis
- To contribute to the development of differentiated schemes of work across subject areas
- To set homework in accordance with Learning Area policy and to mark work regularly to aid progression, keep clear records of attainment and follow up on non-submission
- To keep abreast of developments in special educational needs and ensure that these changes are implemented in lesson delivery and schemes of work
- To organise and run enrichment opportunities and support interventions for students with additional needs, including the extension class programme, trips etc.
- To undertake duties as directed and in accordance with Academy expectations
- To supervise literacy interventions, prep and guided reading
- To be a member of the pastoral team and, if required, a form tutor carrying out the associated responsibilities
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification

Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	<ul style="list-style-type: none"> • Ability to teach a variety of subjects including English and Maths to a nurture group of student with academic levels of 3A and below 	✓	✓	✓
E	<ul style="list-style-type: none"> • Knowledge and understanding of how students with additional needs learn 	✓	✓	✓
E	<ul style="list-style-type: none"> • Ability to reflect on your own and student performance in lessons and adapt practice 	✓		✓

	accordingly			
E	<ul style="list-style-type: none"> Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in the class 	✓		✓
E	<ul style="list-style-type: none"> Effective planning, assessment and record keeping 	✓	✓	
E	<ul style="list-style-type: none"> Ability to work independently and as part of a team, contributing to CSD and whole school INSETs 		✓	
E	<ul style="list-style-type: none"> Ability to develop and maintain positive relationships with students, teachers, support staff and parents 	✓		
E	<ul style="list-style-type: none"> Effective classroom management and efficient organisation of resources 	✓	✓	✓
Qualifications				
E	<ul style="list-style-type: none"> A good degree 	✓		✓
E	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) 		✓	
IT knowledge				
D	<ul style="list-style-type: none"> Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point) 		✓	
D	<ul style="list-style-type: none"> Ability to swiftly adapt to and utilise new/various systems/software 		✓	
D	<ul style="list-style-type: none"> Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area 		✓	✓
Behavioural Competencies				
E	<ul style="list-style-type: none"> Excellent analytical and multi-dimensional communication skills 	✓		✓
D	<ul style="list-style-type: none"> Strategic approach, ability to see the 'big picture' and also think 'outside of the box' 	✓		
E	<ul style="list-style-type: none"> Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard 	✓		
D	<ul style="list-style-type: none"> Be an integral member of the Curriculum Support Department with the initiative to work independently with minimal supervision 	✓		
E	<ul style="list-style-type: none"> Must have the upmost integrity as well as high levels of motivation and commitment 	✓		

E	<ul style="list-style-type: none"> Proactive approach and efficient time management and prioritisation skills 	✓		
E	<ul style="list-style-type: none"> Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation 	✓	✓	
Applicable to all staff				
E	<ul style="list-style-type: none"> Undertake training as required to so in order to fulfil the requirements of the role 	✓	✓	✓
E	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Play an active role in terms of Safeguarding all students and adults 	✓	✓	✓