



Mossbourne
Federation

Learning Support Teacher

Job Description



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| POSITION | Learning Support Teacher (SEN Teacher) |
| SALARY | Main Pay Scale + SEN Allowance |
| START DATE | January 2026 or sooner |
| HOURS | 40 hours per week |
| FULL TIME EQUIVALENT | Full Time, 52weeks per annum |
| CONTRACT TYPE | Permanent |
| RESPONSIBLE TO | Head of Learning Area - SENCO |
| LOCATION | Mossbourne Fobbing Academy |
| KEY WORKING RELATIONSHIPS | SLT, ELT, Teachers, Support staff, Students and Parents |

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 seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHLA) 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 Fobbing Academy (MFA)

Mossbourne Fobbing Academy is a school with a rich history of excellent academic, artistic, and sporting achievements. Today, that legacy of excellence lives on through our wonderfully talented students and terrifically dedicated staff.

Everything we do is built on the conviction that learning and safeguarding come first. We expect the highest standards of behaviour so that our students can focus on learning in an environment that supports them to feel, and be, safe. This means our teachers intellectually plan and teach lessons with great care, and in great detail, to ensure that all of our students acquire the knowledge, character and qualifications they need to reach their potential.

Our students capitalise on a fantastic range of facilities that encourage them to nurture and pursue their passions in sports and the arts. While our range of extra-curricular activities, including the Combined Cadets Force and The Duke of Edinburgh's Award, offer experiences that broaden horizons and enrich lives.

We are dedicated to ensuring that our students leave equipped with the knowledge, character and qualifications that open the doors to whatever future they envisage for themselves. Our students leave ready to make their mark on the world and bring positive change to their communities.

Mossbourne Fobbing Academy is at an exciting point in its history as it joins the Mossbourne Federation – a Federation with exceptionally high standards where students achieve outcomes which are among the best in the country. These exciting times bring our school a fantastic opportunity to develop, to grow and really prosper as we continue our mission to ensure our students get the outstanding education they deserve.

If you want to be part of the team that is improving the life chances of our students, then read on.

The Curriculum Support Department (CSD) Learning Area

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, mentoring, counselling, speech and language therapy, 1:1 support and Teaching Assistant support in class and in small groups. The Curriculum Support Department (CSD) is made up of the SENCo, a specialist teacher, Teaching Assistants and learning mentors.

Job Summary

You must be passionate about education and about ensuring students with additional needs make outstanding progress within the curriculum and strive towards independence. You must have a proven track record of successful teaching across different key stages and have experience of SEN or a desire to acquire specialist SEN knowledge and experience.

You will be required to deputise for the SENCo, when required, support in the line management of colleagues in the CSD Department, and work in close liaison with Heads of Learning Areas and classroom teachers to support students' inclusion in learning within the classroom. You will also be expected to liaise with external agencies and parents and carers and chair meetings where required. Attention to detail is a crucial skill, as is the ability to be organised and efficient in meetings deadline and completing paperwork to a high standard.

The successful applicant will teach a 0.5 timetable in their subject specialism or with student groups with SEN needs and support the SENCo in the successful running of the CSD Department.

We welcome applications from both primary and secondary qualified teachers, due to the range of subjects you would be required to teach and due to the cognitive age of the students.

Main Duties & Responsibilities

- Promote and be committed to the Academy's aims and objectives and implement Academy policies
- Work under the direction of the SENCO and colleagues to ensure the effective provision of teaching and learning for students with additional needs
- Plan and deliver high-quality, differentiated lessons on a day-to-day basis
- Contribute to the development of differentiated schemes of work across subject areas
- Set homework in accordance with Learning Area policy and mark work regularly to aid progression, keep clear records of attainment and follow up on non-submission
- Keep abreast of developments in special educational needs and ensure that these changes are implemented in lesson delivery and schemes of work
- Manage and oversee a caseload of students who are on the SEND register including hosting statutory and additional meetings
- Liaise with external agencies to ensure students receive the support required to be independent and successful learners
- Organise and run enrichment opportunities and support interventions for students with additional needs, including trips.
- Undertake duties as directed and in accordance with Academy expectations
- Supervise literacy interventions, prep, and guided reading
- Provide information that supports individual education plans.



- Follow all federation policies and procedures, 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.
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities, including a First Aid Certificate.
- Have a flexible and proactive approach to ensuring the needs of the children are being met, with the support of the team.
- To model, in everything you do, the Academy's values of courtesy, hard work, integrity, resilience and excellence.
- Any other duties commensurate to the level of the post.

| Person Specification | | | | |
|-------------------------------------|---|---------------------|------------------|-----------------|
| E Essential Or D Desirable | Requirements | Assessment Criteria | | |
| | | Interview | Application Form | Task/ Lesson |
| Experience | | | | |
| E | Ability to teach across key stages in a subject specialism and/or more than one subject to students of lower academic ability | X | X | |
| E | Knowledge of strategies to support the learning of children with complex and special needs | X | X | |
| E | Ability to reflect on your own and student performance in lessons and adapt practice accordingly | X | | X |
| E | Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in the class | X | | X |
| E | Experience of support work with children with complex educational needs within an inner-city multicultural academy | X | X | |
| E | Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way | X | X | |
| E | Knowledge, understanding & commitment to equal opportunities | X | X | |
| D | Experience working independently and as part of a team, contributing to CSD and whole school training | | X | |
| E | An awareness of strategies for managing pupils with challenging behaviour | X | X | X |
| E | Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners | X | X | X |
| D | Knowledge of strategies to support children in acquiring English as an additional language | X | X | X |
| Qualifications | | | | |
| E | A good degree | | X | |
| E | Qualified Teacher Status (QTS) | | X | |
| IT knowledge | | | | |
| D | Strong working knowledge of the MS Office Applications | | X | |
| D | Ability to swiftly adapt to and utilise new/various systems/software | | X | |



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|---------------------------------|--|----------|----------|----------|
| D | Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area | | X | X |
| Behavioural Competencies | | | | |
| E | Excellent communication, record keeping, literacy and numeracy skills | X | X | X |
| E | Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard | X | | |
| D | Strategic approach, ability to see the 'big picture' and also think 'outside of the box' | X | | |
| E | Upmost integrity and high levels of motivation & commitment | X | | |
| E | Proactive approach to dealing with problems as they arise | X | | |
| E | Efficient time management & prioritisation skills | | | |
| E | Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation; Committed to the principles of Inclusive Education | X | X | X |
| E | Ability to use initiative with minimal supervision | X | | |
| E | Good interpersonal skills | X | X | X |
| E | Understanding of the need for confidentiality | X | X | |
| Applicable to all staff | | | | |
| E | Undertake training as required to fulfil the requirements of the role | X | X | 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 | X | X |
| E | Recognise your role as part of the success of Mossbourne | X | X | X |
| E | Play an active role in terms of Safeguarding all students and adults | X | 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 the 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.