



Mossbourne  
Federation

# **Head of SEN Inclusion (SENCo)**

## **Extended Leadership Team**

### **Job Description**

<b>POSITION</b>	Head of SEN Inclusion (SENCo), and member of Extended Leadership Team
<b>SALARY</b>	Leadership Pay Spine Point 5-9 £56,320 - £62,019 + Transformation Allowance Year 1 £5,000, Year 2 £3,000 & Year 3 £1,000
<b>START DATE</b>	January 2026 or sooner
<b>HOURS</b>	40 hours per week
<b>FULL-TIME EQUIVALENT</b>	Full Time, 52.143 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Senior Leadership Team
<b>LOCATION</b>	Mossbourne Fobbing Academy
<b>KEY WORKING RELATIONSHIPS</b>	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 (MPSA) 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 Extended Leadership Team (ELT)**

The ELT consists of the Principal, the Senior Team, Pastoral Leads and the other Heads of Learning Area. The ELT support the Principal and Senior Team in both the day-to-day running of the Academy and in shaping the medium and longer-term strategy for maintaining superb standards for our staff and students. The ELT, on a rota, run the senior detention and carry out senior duties, as well as being highly visible staff who are always available to support all staff in the Academy.

### **Job Summary**

The successful candidate will join the Extended Leadership Team and will manage and be responsible for the day-to-day workings of the Curriculum Support Department and ensure the implementation of the Academy's and department's vision and priorities. They will lead the resourcing and delivery of SEN provision and work with subject leaders, teachers and support staff to ensure that procedures and expectations regarding SEN students are clear and appropriate.

The successful applicant will be an outstanding teacher, focused on the attainment of all students and must hold Qualified Teacher Status (QTS). They will also be well organised, energetic and willing to go the 'extra mile'. They will ideally have experience in running a Special Educational Needs Department and certainly have significant expertise/qualifications in the field of SEN. Ideally, they will hold the SENCo qualification, The National Award for SENCo's.

### **Main Duties & Responsibilities**

- To support and promote the ethos of the academy.
- To model the attitudes and behaviours expected from an employee of the academy, as set out in the Staff Code of Conduct.
- To be accountable to the Principal and SLT line manager for achieving agreed personal appraisal targets.
- To play a leading role in maintaining order in the academy by reinforcing high expectations in regard to student behaviour, and in particular in the Curriculum Support Department.
- To set the tone, expectations, and atmosphere in the Curriculum Support Department for students and staff to achieve their potential and to facilitate appropriate staff development and ensure staff are developed and challenged to fulfil their potential.
- To lead on all matters pertaining to SEN and inclusion through an excellent knowledge and understanding of both the curriculum and the Revised SEN Code of Practice (2014).
- To attend DSL training and to act as a Designated Safeguarding Lead, taking a lead role within the CSD for ensuring academy safeguarding policies and procedures are implemented, including those pertaining to the safer recruitment of staff.
- To directly line manage the specialist SEN teaching staff and oversee the management of the support staff within the team.
- To indirectly line manage the Teaching Assistant Team.
- To determine which students are placed within the Nurture teaching and learning sets alongside HOLAs.
- To line manage the CSD Administrators.



- To ensure, alongside the Senior Pastoral Team, that the needs of students placed in the Alternative Provision Centre continue to be met and that they, like all students, fulfil their potential.
- To be responsible for monitoring and reporting to parents on the progress of students and to liaise with parents regarding the academy's provision for students with SEN.
- To oversee and monitor the work of all external professionals working with SEN students, e.g., Children's Social Care, Educational Psychologist, Speech and Language Therapist, etc.
- To monitor and evaluate the effectiveness of interventions and support for students with SEND through appropriate methods, including provision mapping and management systems.
- To be responsible for the admissions process for students with EHCPs, including attending meetings, tribunals and responding to consultations, as directed by the Principal.
- To ensure that relevant data pertaining to students with SEN is disseminated effectively.
- To be responsible for the preparation and review of all policies, procedures and academy documentation pertaining to SEN, e.g., relevant sections of the SEF, SIP, and census returns.
- To report to Governors the SLT and the student Discipline Committee on matters relating to SEN.
- To work closely and communicate effectively with the Pastoral Team to ensure effective systems are in place to support students presenting with behavioural difficulties.
- To overview the work of the specialist teacher responsible for access arrangements for examinations and, in liaison with the Head of Centre and Examinations Officer, to ensure appropriate access arrangements are in place.
- To liaise with the senior leader responsible for the curriculum to ensure that the Key Stage 4 curriculum offer meets the needs of SEN students.
- To overview the preparation of SEN support plans and interventions for students with SEND.
- To liaise with the Careers Officer to ensure effective careers advice and guidance for SEN students.
- To oversee the preparation of regular written reports on the progress of students in the Curriculum Support Department, including reports for the Annual Review.
- To ensure specialist SEN staff work closely with other professionals to ensure the provision of appropriate SEN support across the Academy.
- To take responsibility for ensuring colleagues within the academy receive appropriate training in respect of SEN students and to ensure the effective dissemination of information, attendance at local meetings and national training in the area of SEN.
- To ensure there is liaison with relevant national bodies, and Essex's Education's Learning Support Service, to develop SEN policy within the Academy.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description, which is not exhaustive.
- To model, in everything you do, the academy's values of courtesy, hard work, integrity, resilience and excellence.
- To take part in the academy's wider curriculum offer, including PSHCERSE, Bourne Scholar and Enrichment as required



Person Specification				
Essential E or Desirable D	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	The ability to lead a large learning area when required, including the teams of teachers, teaching assistants, learning mentors and external specialists to ensure each area of SEN specialism within the LA ensures outstanding progress/outcomes for SEN	✓	✓	✓
E	Outstanding classroom practice, with a proven record of ensuring the excellent progression of students across all abilities	✓		✓
E	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	✓		✓
E	Effective planning, assessment and record keeping	✓	✓	
E	The ability to develop and maintain positive relationships with other teachers, members of the Extended Senior Leadership Team, and support staff and parents/carers		✓	
E	Proven track record of success	✓		
D	Demonstrated experience working with young people who can exhibit challenging or unexpected behaviour, and a flexibility and willingness to support them to achieve their potential	✓	✓	
D	Extensive experience working with parents/carers and demonstrated belief in the Importance of close home-school liaison	✓		
Qualifications				
E	A good degree	✓		✓
E	Must hold or be prepared to undertake a SENCo qualification and, ideally, hold a specialist qualification in SEN	✓	✓	
E	Qualified Teacher Status (QTS)		✓	
IT knowledge				
D	Excellent working knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, PowerPoint)		✓	
D	Ability to swiftly adapt to and utilise new/various systems/software		✓	
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		✓	✓
Behavioural Competencies				



E	Excellent analytical and multi-dimensional communication skills	✓		✓
E	Strategic approach, ability to see the 'big picture' and think 'outside of the box'	✓		
E	Ability to meet ALL deadlines internally and externally, ensuring output consistently is of an exemplary standard	✓		
E	Be able to model outstanding leadership of the Curriculum Support Department when required, and lead by example, have the initiative to work independently, with minimal supervision, demanding the highest standards of CSD staff	✓		
E	Must have the upmost integrity as well as high levels of motivation and commitment	✓		
E	Proactive approach and efficient time management, and prioritisation skills	✓		
E	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	✓	✓	
<b>Applicable to all staff</b>				
E	Undertake training as required to do so in order to fulfil the requirements of the role	✓	✓	✓
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 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.**