



Mossbourne
Federation

Specialist Support Practitioner – SEMH

Job Description



POSITION	Specialist Support Practitioner - SEMH
SALARY	Competitive pending experience
START DATE	1 st September 2026 [Inset Days 2 nd & 3 rd September 2026]
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Head of Learning Area - SENDCO
LOCATION	Mossbourne Community Academy
KEY WORKING RELATIONSHIPS	SLT, ELT, Teachers, 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 Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the students in our care. We are driven to ensure that MCA students have future choices and opportunities, succeed in their chosen career pathways, and make positive contributions to society. 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 and annually, for setting a new benchmark for non-selective comprehensive education.

All students, regardless of race, gender, background, or ability, are encouraged to achieve their true potential, and the behaviour of our students is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, starts with the sentence 'Mossbourne Community Academy changes student's lives for the better', because that is what we do, year on year. In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times 'Good Schools Guide', In 2025 Mossbourne Community Academy was named number 5 in the UK of non-selective state schools. Such recognition is a testament to the pride, hard work and dedication of our staff body, students, and parents. We want brilliant educators to join our brilliant team of teaching and support staff, so Mossbourne Community Academy continues to go from strength to strength, and our children get the education they deserve.



The Curriculum Support Department

The Curriculum Support Department supports students with a wide range of needs, including, but not limited to, needs in the following areas: literacy and numeracy, social, emotional, and mental health, moderate to severe learning difficulties, specific learning difficulties and autism spectrum conditions. Students are supported through a variety of interventions which include support in class and in small groups, literacy interventions, mentoring, counselling, speech, and language therapy and 1:1 support from a specialist teacher, including close liaison with external agencies, as appropriate.

The Learning Area is very well resourced and comprises:

- Modern classrooms with interactive whiteboards
- An intervention room for speech and language therapy
- An intervention room for individual and small group sessions
- A learning centre for students in the ARP (Autism Resourced Provision)
- Well-equipped staff offices

Job Summary

Our support staff play an important role in what we do. They embody the same professional qualities of integrity, teamwork 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 a wide range of special educational needs with a particular focus on pupils with difficulties in the area of social, emotional and mental health needs.

The successful applicant will be well organised, 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 also be required to work in close liaison with the class teacher to support students and their learning and will receive instructions and guidance to enable them to support the daily classroom routine and the efficiency of the Curriculum Support Department. This post is complimentary to that of the teacher, working in partnership to help further the aims of the academy. The successful applicant will be required to carry out a wide variety of tasks under the direction and supervision of the teaching staff and SENCo & HOI.

The Specialist Support Practitioner will play a key role in supporting students with high levels of need to access the curriculum. They will demonstrate a high level of expertise and proactivity in working with students with social, emotional, and mental health needs and will be able to work both cooperatively as part of a team and independently to support and monitor the progress of pupils on their caseload.

Main Duties & Responsibilities

The successful applicant will be responsible as follows below; this may vary from time to time according to the needs of the academy:

General Support Responsibilities:

- Participate fully in the life of the academy, attending CSD briefings and meetings, INSET and whole academy events as directed by the SENCo & HOI
- Supervise and assist individuals and small groups of students under the management of the line manager; this could be the SENCo & HOI, Learning Support Teacher or Class Teacher (hereafter referred to as line manager)
- Lead groups of students as directed by the line manager
- Develop students' social skills
- Assist teachers in the furtherance of agreed education plans and programmes, and in the care and behaviour management of students
- Promote students' independence and self-help skills
- Explain instructions and motivate students to remain on task



- Undertake literacy and/or numeracy skills work with students in a 1:1 or small group basis, as directed by the line manager
- Maintain appropriate resources under the direction of the line manager
- Participate in the running of break and lunchtime clubs and activities to support students' learning
- Undertake allocated duties and assist in the supervision of students in and around the academy, and at break and lunchtimes, as directed by the line manager
- Give guidance and assistance to students in their homework and course work, as appropriate
- Monitor the progress of targeted students using the agreed record keeping systems
- Attend Planning Meetings and Annual Reviews for students on the caseload
- Liaise with the subject teacher, whenever possible, with regard to the provision of support and materials for target students
- Work with outside agencies and parents as directed by the line manager
- Attend weekly departmental meetings
- Maintain strict confidentiality, at all times, with regard to students
- To observe and share good practice through undertaking a programme of peer observation as part of the Performance Management Programme

The Specialist Support Practitioner (SSP), in addition to the above, will as required to:

- Take responsibility for a caseload of students with SENDs with the aim of ensuring students are as fully included as possible
- Develop expertise and a leadership role in the area of social, emotional and mental health needs, identifying training needs and attending courses to develop professional expertise to meet the needs of pupils on the caseload, as appropriate
- Involve the student as much as possible in decisions regarding the learning process, support and target setting
- Assess the learning needs of students and give advice or set targets for ESSPs and SSPs, in accordance with the SEND Code of Practice and all related documents
- Be responsible for the writing, monitoring and evaluation of support plans for pupils as directed by the SENCo & HOI
- Be responsible for the planning, delivering, assessing, and recording of support given to students in line with department record-keeping procedures, and to ensure that these are in good order
- In liaison with the SENCo & HOI, ensure the support provided to pupils with EHCPs on the caseload is in line with that specified in the EHCP and work with the SENCo & HOI to ensure appropriate resourcing is in place to meet students' needs
- Support the learning of students with SEND in a variety of ways, in accordance with agreed procedures, to meet the needs of the pupil e.g., close monitoring/overseeing, support in class/withdrawal, small group in class/withdrawal
- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for students on the caseload
- Write and update records for pupils on the caseload and ensure these are available, in line with agreed procedures, to staff
- Contribute to Annual Review Reports and other reports as required for pupils with Education, Health and Care Plans and those receiving SEND support
- Assist in transition support from primary to secondary and from secondary to Post-16 education
- Provide support for life-skill development towards independence
- Contribute to students' assessments both in specific areas of the curriculum and in relation to examinations, and support the specialist teacher in charge of Access Arrangements in the preparation of reports and applications for access arrangements
- Liaise with external agencies as required and as directed by the LST/SENCo & HOI
- Assist the SENCo & HOI & LSTs with the supervision of the team, contributing to the agenda for the departmental meeting
- Overview and report to the SENCo & HOI & LSTs concerning the professional conduct and performance of members of the support staff team, including punctuality, attendance, record-keeping and confidentiality



- Work with the SENCo & HOI & LSTs in providing induction programmes for staff and assist in the provision of a programme of professional development for support staff
- Under the direction of the SENCo & HOI & LSTs, assist in routine administrative and clerical duties pertaining to SEND issues
- Undertake other academy duties as directed by the SENCo and Principal



Person Specification				
E Essential or D Desirable	Requirements	Assessment Criteria		
		App Form	Task	Interview
Experience				
D	Extensive experience working with and supporting pupils in the school environment	X	X	X
D	Experience of working with students with complex and special educational needs	X	X	X
E	Experience of working with pupils with social, emotional, and mental health needs	X	X	X
D	Experience of support work in an inner-city, multicultural academy	X	X	X
D	Experience of working on a one-to-one basis with students with specific needs under the direction of teachers	X	X	X
D	Experience of delivering teaching programmes under the direction of teachers to groups of students	X	X	X
D	Experience in monitoring students' achievement and progress	X	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	X
E	An awareness of strategies for managing students with challenging behaviour	X	X	X
E	Ability to show initiative and respond to situations appropriately, including those involving learning or incidences of behaviour	X	X	X
E	Ability to use classroom materials and equipment, including information and communication technology (ICT)	X	X	X
IT knowledge				
D	Advanced knowledge of the Microsoft Office Suite, specifically Word and Excel are an essential requirement of the role	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
Behavioural Competencies				
E	Superb communication and interpersonal skills		X	X
E	The ability to set, monitor progress towards, and achieve short, medium, and long-term targets for your area of responsibility	X		X
E	Ability to manage meetings of a potentially challenging nature with confidence and professionalism			X



E	Ability to prioritise workload in response to students' needs and safety			X
E	The upmost integrity and high levels of motivation and commitment.			X
E	Ability to work effectively and calmly under potentially pressured circumstances	X		X
E	Ability to efficiently organise lessons and resources under potentially pressurised circumstances	X		X
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	X		X
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
E	Support Mossbourne through your actions & attitude, adjusting performance and practice in accordance with Federation initiatives and directives.	X	X	X
E	Recognise your role as part of the success of Mossbourne.	X	X	X
E	Play an active role in the safeguarding of 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.