



Mossbourne  
Federation

# SEND Administrator

## Job Description



<b>POSITION</b>	SEND Administrator
<b>SALARY</b>	Support Pay Scale C13-18 FTE £27,944 - £32,016 Actual pay £24,973 - £28,612
<b>START DATE</b>	As soon as possible
<b>HOURS</b>	37.5 hours per week
<b>FULL TIME EQUIVALENT</b>	40 weeks, including INSET days
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Head of Inclusion – SENCO
<b>LOCATION</b>	Split between Mossbourne Fobbing & Mossbourne Port Side
<b>KEY WORKING RELATIONSHIPS</b>	Head of Inclusion – SENCO, Teaching staff, Curriculum Support Department, Administration Team

### 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)

Having joined the Mossbourne Federation in January 2025, Mossbourne Fobbing Academy (MFA) is on track to become a beacon of educational excellence both in Thurrock and across the country. Indeed, in 2024-25 our GCSE and A Level students attained outcomes which broke academy records, revolutionised opportunities, and signalled a step-change in what our students achieve.

We are changing the face of education in Thurrock and raising the bar in educational expectations; if you want to be part of that journey then read on.

MFA 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 having extremely high expectations of our students and the conviction that teaching and learning, and safeguarding, come first. We expect the highest standards of behaviour so that students can focus on learning in an environment that supports them to feel, and be, safe. This means our teachers plan carefully, and with expertise, and are able to focus on teaching lessons of the highest standard so students acquire the knowledge, character and qualifications to unlock aspirational pathways.

Our students capitalise on a fantastic range of facilities that encourage them to nurture and pursue their passions in sports and the arts. 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. MFA students leave ready to make their mark on the world.

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

### **Mossbourne Port Side Academy (MPSA)**

Mossbourne Port Side Academy is a secondary school located in Stanford-le-Hope, Essex. It offers a curriculum for students aged 11 to 16, focusing on academic achievement, personal development, and preparing students for future success.

In addition to core academic subjects, MPSA offers a range of extracurricular activities to promote student engagement and personal growth. The academy values student well-being and works to create a positive culture, helping students build confidence, resilience, and leadership skills.

MPSA is committed to ensuring that all students build the knowledge, character, and qualifications that will open the doors to the future they dream of. Our students leave prepared to make a meaningful impact on the world and bring positive change to their communities.

MPSA has recently entered an exciting new chapter in joining the Mossbourne Federation - an organisation known for its exceptionally high standards, where students consistently achieve some of the best outcomes in the country. This is a thrilling time for our academy, offering us a fantastic opportunity to grow, evolve, and thrive as we continue our mission to provide our students with the outstanding education they deserve.

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

### **The Curriculum Support Department (CSD) Learning Area**

We believe that all students are capable of achieving amazing things and none more so than our students with additional needs. Our Curriculum Support Department is a nurturing, inclusive hub and a safe space where students with SEND are supported to achieve excellence academically, to develop independence, and to thrive socially and emotionally.

Our inclusive ethos means that all students access a broad, ambitious curriculum with our Curriculum Support Department playing an important role supporting those students who may need additional support to overcome barriers. A highly skilled team of Teaching Assistants delivers targeted 1:1 and small-group interventions, carefully matched to students' needs and informed by assessment. Support is designed to build independence over time, enabling students to develop the skills, strategies, and confidence needed for long-term success.

The department also places strong emphasis on personal development and wellbeing. Structured interventions and a dedicated socialisation club to support students to develop communication skills, positive relationships, and self-regulation, contributing to strong outcomes in behaviour, attendance, and engagement. We work hard to ensure all of our students feel safe, respected, and valued, fostering a strong sense of belonging within the school community. Staff work collaboratively with teachers, the SENDCo, families, and external agencies to ensure provision is coherent, adaptive, and responsive. Professional development is prioritised, and Teaching Assistants are empowered to reflect on practice, develop expertise, and contribute meaningfully to whole-school improvement.



## **Job Summary**

The SEND Administrator will work across both Mossbourne Thurrock secondary schools – Mossbourne Fobbing Academy and Mossbourne Port Side Academy – working closely with the SENCO and Deputy SENCO at each academy to support students with special educational needs. The SEND Administrator will play an important role in the life of our Curriculum Support Departments, supporting some of our most vulnerable students by completing administrative tasks such as coordinating the work of Teaching Assistants, exams access arrangements, interventions for SEND students and liaison with external agencies. The successful applicant will be well-organised, efficient and a team player with a commitment to helping our SEND students achieve great outcomes.

## **Knowledge and Skills required:**

The successful candidate will:

- Have demonstrable experience of working with children and a proven record of supporting children to enable them to make accelerated progress in their learning.
- Possess excellent English, Mathematics and communication skills.
- Be able to demonstrate an understanding of the place of the Academy in educating pupils and the importance of promoting the moral, spiritual, social and cultural development of pupils from a multi-cultural community.
- Have demonstrable understanding of the National Curriculum and of the varied needs and difficulties presented by students with special needs and different approaches.
- Possess an ability to work independently as well as part of a team.

## **Main SEND Administrator Duties & Responsibilities:**

The post holder will report directly to the Head of Inclusion, however, activities may also be directed by other Senior members of staff. Key responsibilities are likely to include, but are not limited to, the following:

- To Assist the Head of Inclusion with the supervision of a team of Teaching Assistants (TA's).
- To assist the Head of Inclusion in drawing up timetables for TA's and directing their areas of work.
- To oversee and report to the Head of Inclusion on matters concerning the professional conduct and performance of TA's, including: punctuality, attendance, record keeping, confidentiality and to monitor absence and conduct.
- To work with the Head of Inclusion to provide an induction programme for new TA's and to lead the induction process and advise on INSET for TA's.
- To carry out routine administrative tasks such as maintaining CSD documentation, collating Annual Review paperwork, ensuring the SEN register is kept up-to-date, and assisting the Head of Inclusion, as required.
- To provide information that supports the preparation and review of Individual Education Plans and to action appropriate tasks from IEPs.
- To support the Head of Inclusion in the administration of exam access arrangements, as required.
- 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 help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- To help train students in the individual and collaborative study skills necessary for learning.
- To work alongside other adults, including teachers, trainee teachers, and support staff.



- 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 produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
- To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours.
- To maintain confidentiality at all times with regard to both supported students and the wider school.
- To comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. Flexibility is required in all employees.

This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.

<b>Person Specification</b>				
<b>E Essential Or D Desirable</b>	<b>Requirements</b>	<b>Assessment Criteria</b>		
		<b>App Form</b>	<b>Task</b>	<b>Intervie w</b>
<b>Experience</b>				
<b>E</b>	Experience working independently and as part of a team	<b>X</b>	<b>X</b>	
<b>D</b>	Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of support work with children with complex educational needs within an inner-city multicultural academy	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of working on a one-to-one basis with students with specific needs under the direction of teachers	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of helping to deliver teaching programmes under the direction of teachers to groups of students	<b>X</b>	<b>X</b>	
<b>E</b>	Knowledge and understanding of KCSIE and the challenges faced by students with disabilities	<b>X</b>	<b>X</b>	
<b>D</b>	Experience providing personal care, including toileting and or muscle stretching as required	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of handling sensitive data	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of monitoring children's achievement	<b>X</b>	<b>X</b>	
<b>E</b>	Knowledge, understanding & commitment to equal opportunities	<b>X</b>	<b>X</b>	
<b>D</b>	Knowledge of strategies to support children with complex and special needs	<b>X</b>	<b>X</b>	
<b>D</b>	An awareness of strategies for managing pupils with challenging behaviour	<b>X</b>	<b>X</b>	<b>X</b>



<b>D</b>	Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners	<b>X</b>	<b>X</b>	<b>X</b>
<b>D</b>	Knowledge of strategies to support children in acquiring English as an additional language	<b>X</b>	<b>X</b>	<b>X</b>
<b>Qualifications</b>				
<b>D</b>	A recognised qualification in child development / Early Years / Numeracy & Literacy / Special Education Needs		<b>X</b>	
<b>D</b>	A recognised qualification in First Aid		<b>X</b>	
<b>E</b>	GCSE Grade 5 (or equivalent) in English Language and Maths		<b>X</b>	
<b>IT knowledge</b>				
<b>D</b>	Strong working knowledge of the MS Office Applications		<b>X</b>	
<b>Behavioural Competencies</b>				
<b>E</b>	Excellent communication skills	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard	<b>X</b>		
<b>E</b>	The upmost integrity and high levels of motivation & commitment	<b>X</b>		
<b>E</b>	Proactive approach to dealing with problems as they arise	<b>X</b>		
<b>E</b>	Efficient time management & prioritisation skills			
<b>E</b>	Ability to use initiative under Line Manager or class teacher's direction	<b>X</b>		
<b>E</b>	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	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Good interpersonal skills	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Ability to work independently	<b>X</b>	<b>X</b>	
<b>E</b>	Understanding of the need for confidentiality	<b>X</b>	<b>X</b>	
<b>Applicable to all staff</b>				
<b>E</b>	Undertake training as required to fulfil the requirements of the role	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Support Mossbourne through your actions & attitude, adjusting performance and practice in accordance with Federation initiatives and directives.	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Recognise your role as part of the success of Mossbourne.	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Play an active role in the safeguarding of all students and adults.	<b>X</b>	<b>X</b>	<b>X</b>

**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.**

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