



Mossbourne
Federation

Deputy SENCO

Job Description



POSITION	Deputy SENCO
SALARY	Main Pay Scale/UPS + SEN Allowance
START DATE	Tuesday, 1 st September 2026 or sooner for the right candidate (INSET days 1 st -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 - 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 (MHA) 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.

The Curriculum Support Department (CSD) Learning Area

At Mossbourne Fobbing Academy, 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 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

You must be passionate about education, and about ensuring students with additional needs made outstanding progress within the curriculum. You must have a proven track record of successful SEN teaching across different key stages, and you must believe that all students can succeed. You will be required to work in close liaison with staff in the Curriculum Support Department (CSD) and other Heads of Learning Areas to support students' inclusion in learning within the classroom. 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 other Heads of Learning Areas 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
- Be a member of the pastoral team and, if required, a form tutor carrying out the associated responsibilities
- Help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- 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.
- To take part in the academy's wider curriculum offer including PSHCERSE, Bourne Scholar and Enrichment as required.
- Any other duties commensurate to the level of the post.

Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task
Experience				
E	Ability to teach a variety of subjects including English and Maths to a nurture group of students with academic levels of 3A and below	X	X	X
E	Knowledge of strategies to support the learning of children with complex and special needs	X	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	
E	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	
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.



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