



Mossbourne
Federation

**SENDCo and Head of Inclusion,
and Member of the
Extended Leadership Team**

Job Description



POSITION	SEDNCo and Head of Inclusion and member of the Extended Leadership Team
SALARY	L5-L9 £66,935 - £72,858
START DATE	1 st September 2026 [Inset days 2 nd and 3 rd September 2026]
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	SLT
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 Extended Leadership Team



The ELT consists of the Senior Leadership Team, the Heads of Learning Area, the Senior Pastoral Team, and Senior METs (Mossbourne Excellent Teachers). The ELT support the Principal in both the day-to-day running of the Academy and in shaping the medium-term strategy for maintaining superb standards in a high-performing school. 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 staff in the Academy. The ELT attend and support all significant academy events including parents' evenings and results days.

Role 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 SEND provision and work with subject leaders, teachers and support staff to ensure that procedures and expectations regarding SEND students are clear and appropriate.

The Curriculum Support Department is the largest department in the academy and includes a SENDCo, Deputy SENDCo, a number of Learning Support Teachers, Senior Teaching Assistants and Teaching Assistants. Inclusion is a priority at Mossbourne Community Academy, and we are committed to fully inclusive mainstream provision and ensuring all learners are supported in pursuing a pathway to independence. We are incredibly lucky to have an Autism Resource Provision for 15 students which is part of the mainstream academy and are an incredibly popular choice for students with EHC Plans.

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 SEN Department and certainly have significant expertise/qualifications in the field of SEN. Ideally, they will hold the SENDCo qualification, The National Award for SENCos.

Key Responsibilities & Accountabilities

- 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 re-enforcing high expectations regarding to student behaviour, and in particular, in the Curriculum Support Department
- To set the tone, expectations and atmosphere in the Learning Area for students and staff to achieve their potential and to facilitate appropriate staff development and to ensure staff are developed and challenged to fulfil their potential
- To lead on all matters pertaining to SEN inclusion through an excellent knowledge & understanding of the National Curriculum and the SEN Code of Practice
- To attend DSL training and to act as a Designated Safeguarding Lead and to take 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 line manage the specialist SEN teaching staff, including those teachers working with SEND students as part of their SEND provision and those in the MCA Autism Resourced Provision (MCA ARP)
- To indirectly line manage the Teaching Assistant Team
- To determine which students are placed within Set 9/ Year 7 Nurture Group sets alongside HOLAs
- To line manage the CSD Administrators
- To be responsible for monitoring and reporting to parents on the progress of pupils and to liaise with parents regarding the academy's provision for pupils with SEND



- To monitor and evaluate the effectiveness of interventions and support for pupils with SEND, through appropriate methods including provision mapping and management systems
- To oversee and monitor the work of all external professionals working with SEND pupils e.g. Children’s Social Care, Educational Psychologist, Speech and Language Therapist etc.
- To be responsible for the admissions process for students with Education Health and Care Plans (EHCPs), attending meetings and tribunals, as directed by the Principal
- To ensure that relevant data pertaining to students with SEND 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 SIP and census returns
- To report to Governors, the SLT and the Pupil Discipline Committee on matters relating to SEND
- To work closely, and to communicate effectively, with the Vice-Principal Pastoral and the Pastoral Team to ensure effective systems are in place to support pupils presenting with behavioural and social, emotional, and mental health (SEMH) needs
- To overview the work of the specialist teacher responsible for assessing for Access Arrangements and, in liaison with the Head of Centre and Examinations Officer, to ensure appropriate Access Arrangements for examinations are in place for students
- To liaise with the member of staff responsible for the curriculum to ensure that the Key Stage 4 curriculum offer meets the needs of SEND students
- To overview the preparation of support plans and target setting for students with SEND
- To liaise with the careers service to coordinate support for students with SEND
- To oversee and monitor the work of all external professionals working with SEND pupils: Children's Social Care, Educational Psychologist, Speech and Language Therapist, Careers Service
- To oversee the preparation of regular written reports on the progress of pupils with SENDs, including reports for the Annual Reviews of pupils with EHCPs
- To line manage the Head of the MCA ARP
- To ensure specialist SEND staff work closely with other professionals to ensure the provision of appropriate SEND support across the Academy.
- To take responsibility for ensuring colleagues within the academy receive appropriate training in respect of SEND students and to ensure the effective dissemination of information, attendance at local meetings and national training in the area of SEND.
- To ensure liaison with relevant national bodies, and Hackney Education including Speech and Language Therapists, in developing policy in relation to ASCs 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.

Person Specification

<u>Person Specification</u>		
Essential [E] or		Assessment Criteria



Desirable [D]	Requirements	Interview	Application form	Task (lesson)
Experience				
E	The ability to lead a large learning area, 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 SEND	✓	✓	✓
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 Leadership Team, support staff and parents/carers		✓	
E	A proven track record of success	✓		
E	Excellent skills in both spoken and written English, including the ability to write high quality reports and ensure all written communication from the CSD is of similar excellent quality	✓		
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	Qualified Teacher Status (QTS)		✓	
D	Must hold or be prepared to undertake a SENCo qualification and, ideally, hold a specialist qualification in SEND	✓	✓	
IT knowledge				
D	Excellent working knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		✓	



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 also think 'outside of the box'	✓		
E	Ability to meet ALL deadlines internally and externally ensuring output is consistently of an exemplary standard	✓		
E	Provide outstanding leadership of the Curriculum Support Department, modelling outstanding practice by example and having the initiative to work independently, with minimal supervision, demanding the highest standards of CSD staff through the rigorous challenge of underperformance.	✓		
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	✓	✓	
Applicable to all staff				
E	Undertake training as required in order to fulfil the requirements of the role	✓	✓	✓
E	Support the academy's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with the academy's initiatives and findings	✓	✓	✓
E	Recognise your role as part of the succession of the academy	✓	✓	✓
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. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. The document is not a comprehensive list; it simply outlines 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.