



Mossbourne
Federation

Behaviour Support Unit Coordinator

Job Description

Date last reviewed on:	04/04/2025
Date to be revised on:	

POSITION	Behaviour Support Unit Coordinator
SALARY	Unqualified Teachers pay scale 2
START DATE	Monday, 1 st September 2025, [INSET 1 st , 2 nd September 2025]
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Behaviour Support Manager
LOCATION	Mosbourne Fobbing Academy
KEY WORKING RELATIONSHIPS	Staff, students, parents

Background

Mosbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mosbourne 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 Mosbourne Federation consist of seven academies: Mosbourne Community Academy (MCA), Mosbourne Fobbing Academy (MFA), secondary and sixth form, Mosbourne Victoria Park Academy (MVPA), Mosbourne Port Side Academy (MPA) secondary, Mosbourne Parkside Academy (MPA), Mosbourne Riverside Academy (MRA), Mosbourne Herd Lane Academy (MHLA) primary.

The Mosbourne Federation is actively seeking to increase the proportion of our workforce that comes 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 Mosbourne 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.

Mosbourne Fobbing Academy (MFA)

Mosbourne 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.

Mosbourne Fobbing Academy is at an exciting point in its history as it joins the Mosbourne 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 to 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 Behaviour Support Unit (BSU)

The Behaviour Support Unit (BSU) is managed by the Behaviour Support Unit Coordinator (BSUC). Students are placed in the BSU upon return from a period of absence to catch up on work missed, following a suspension; as an alternative to suspension; during a school day following an incident which requires sanction or as an alternative to suspension of five days or less. The BSUC will include ensuring that students receive appropriate and accessible work set by class teachers. This may require liaison with several Curriculum Departments and Learning Areas. Where students are working outside of lessons, you will liaise with class teachers as and when required to ensure that work is provided for these students.

Job Summary

You will have familiarity with working with managing colleagues and collaborating with colleagues to deliver an efficient provision to students who are learning outside of mainstream lessons for a short period of time. This means you will have to liaise closely with teaching colleagues in the provision of set work from classes and ensure that the work is explained to top students so as to be accessible and meaningful.

You will have experience working with young people exhibiting challenging behaviour, many of whom may be disaffected with school and lack motivation and aspiration. You will also have significant experience working with students on the SEND Register. You will have high expectations, respect for others, a no-nonsense approach to student behaviour, the ability to be flexible to meet the students' needs, and a commitment towards motivating a small group of students to achieve. It is imperative that the ethos of the Academy is upheld within the Behaviour Support Unit.

An excellent attendance record, good interpersonal skills and the ability to work as part of a team are all essential to this role.

Main Duties & Responsibilities

- Ensure that students in the Behaviour Support Unit are registered as present, provided with lunch and have work to complete.
- Provide classroom teachers with the support needed for the delivery of classwork to the Behaviour Support Unit with as much notice as possible.
- Liaise closely with the Head of Years and Head of School regarding students who will work in the Behaviour Support Unit.
- Ensure the smooth running of the Behaviour Support Unit by upholding high expectations of student behaviour in line with the Behaviour Policy.
- Ensure accurate recording and communication of student conduct for students who have been removed from mainstream circulation to ensure appropriate support is put in place.
- Through liaison with class teachers, ensure appropriate and accessible work is provided to students working in the Behaviour Support Unit or working outside of mainstream circulation in other locations
- Ensure the upkeep of the Behaviour Support Unit, including ensuring the learning environment is tidy, appropriate displays and learning resources are well stocked.
- Ensure that students receive regular support and input to promote their progress whilst in the Behaviour Support Unit.



Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
E	Experience working with students with complex and special educational needs	X	X	
E	Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs	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	
E	Experience of support work in an inner-city, multicultural academy	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 practical and written work	X	X	
E	Effective planning, assessment and record keeping of teaching and learning, homework and marking	X	X	
E	Ability to work independently and as part of a team, contributing to INSETs		X	
E	Ability to develop and maintain positive relationships with teachers, support staff and parents	X	X	
E	Knowledge, understanding and commitment to equal opportunities	X	X	
E	Effective classroom management and efficient organisation of resources	X	X	
Qualifications				
E	A good degree in the subject or a related subject	X		
E	Qualified Teacher Status (QTS)		X	
IT knowledge				
D	Strong working knowledge of MS Office Applications		X	
D	Ability to swiftly adapt to and utilise new/various systems/software		X	
D	Effective & appropriate use of ICT in lessons & across Learning Area		X	
Behavioural Competencies				
E	Excellent analytical and communication skills	X		
D	Strategic approach, ability to see the ‘big picture’	X		



E	Commitment to meeting deadlines internally and externally, ensuring output consistently is of an exemplary standard	X		
E	The upmost integrity and high levels of motivation & commitment.	X		
E	Proactive approach & efficient time management & prioritisation skills	X		
E	Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation	X	X	
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	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	
E	Recognise your role as part of the succession of Mossbourne	X	X	
E	Play an active role in terms of safeguarding all students and adults	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 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