



Mossbourne
Federation

Behaviour Support Manager

Job Description



POSITION	Behaviour Support Manager
SALARY	Unqualified Teacher pay scale 6
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	Head of School, member of the Extended Leadership team
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 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 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 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 Manager (BSM)

The Behaviour Support Manager oversees the work of the Alternative Provision Centre Co-ordinator (APCC) and the Behaviour Support Unit Coordinator (BSUC) to ensure that each provision runs efficiently, effectively and in line with the Federation Behaviour Policy. The BSM is accountable for ensuring that the curriculum is delivered effectively to students in both provisions.

The Alternative Provision Centre (APC)

The Alternative Provision Centre (APC) is managed by the Alternative Provision Centre Co-ordinator (APCC). The APC is an internal unit for students who display challenging behaviour and, who need additional support. The APC provides an alternative placement for students who would be subject to suspensions of significant length and/or a placement for students who would otherwise face permanent exclusion. Students in the APC follow the same curriculum as peers in their chronological year group but are taught in the APC, and out of mainstream lessons, for a sustained period. The APCC liaises with class teachers, Curriculum Departments and Learning Areas as and when required, to ensure that the curriculum is being fully delivered to students and facilitates the delivery of the curriculum.

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 of working with managing colleagues and collaborating with colleagues to deliver an efficient provision to students who are learning outside of mainstream lessons for as little as a period of for a lengthy period of time. You will have experience of 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 of working with students on the SEND Register. You will have high expectations regarding attendance, punctuality and respect for others, a no-nonsense approach to student behaviour but the ability to be flexible to meet the students' needs, and a commitment towards motivating this small group of students to achieve. The successful applicant will be committed to improving the life opportunities of these young adults. It is imperative that the ethos of the Academy is upheld within the Alternative Provision and the Behaviour Support Unit. You will be self-motivated to seek out opportunities to contribute to the main body of the Academy and should the APC and BSU have a reduced number of students and you will be expected to further support students in the main body of the academy demonstrating challenging behaviours.

Safeguarding training will be provided if necessary, and the Behaviour Support Manager will be a Designated Safeguarding Lead. The successful candidate will be able to lead any staff who assist in the BSU and APC and also liaise successfully with external agencies.

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

- To be accountable for the APCC and BSUC ensuring that students are registered, set work and provided with lunch in both the APC and BSU.
- Ensuring the effective delivery of a broad and curriculum to students both in the APC and BSU.
- Ensure the smooth running of the APC and BSU by upholding high expectations of student behaviour in line with the Behaviour Policy.
- To work outside of the APC and BSU to support the reintegration of students into mainstream education.
- To ensure that schemes of learning are followed and up to date assessment data is shared for students in the APC.
- To ensure that good attendance and punctuality of students in the APC is monitored.
- Support of Academy interventions and the development of further intervention for challenging students.
- To be responsible for assessing the learning needs of students and give advice or set targets for IEPs in accordance with the SEND Register, Pastoral Support Plans and Academy Policies.
- To be responsible for the writing, monitoring and evaluation of Behaviour Support Plan, Pastoral Support Plans or Individual Education Plan Targets for students as directed by the Head of School or SENDCo.
- To liaise with Learning Mentors as appropriate.
- To engage, where necessary, in the support of Looked After Children.
- To adopt the role of 'Lead Professional' in the pastoral care of students assigned to the APC including regular liaison with external agencies.
- To engage regularly with parents and carers.
- To liaise closely with the Head of School, ELT, and HOYs in the identification and provision of targeted support for students identified with social and behavioural difficulties.
- To attend all meetings as directed by the Behaviour Support Manager and Head of School, ELT, and, if appropriate, the SENDCo.
- To ensure that diligent records of behaviour are kept within the APC and BSU.
- To support the APCC, where necessary, to create exit plans to support the process of reintegration into mainstream lessons from the APC.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
E	Experience of 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 student’s 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 the 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 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.