



Mossbourne
Federation

Behaviour Support Unit Coordinator

Job Description



POSITION	Behaviour Support Unit Coordinator
SALARY	UQ 2 £25,629
START DATE	1 st September 2025, [INSET 1 st – 4 th September 2025]
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Pastoral Team
LOCATION	Mossbourne Port Side Academy
KEY WORKING RELATIONSHIPS	Heads of Year, Head of SEN Inclusion (SENDCo), Teachers,

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 (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 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.

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The Behaviour Support Unit (BSU) and Behaviour Support Unit Coordinator

The Behaviour Support Unit (BSU) is managed by the Behaviour Support Unit Coordinator (BSUC). Students may be placed in the BSU following a suspension; as an alternative to suspension; during the academy day following a behavioural incident; or for any other reasons as outlined in the Academy's Behaviour Policy.

As the BSUC you will be expected to manage the day-to-day running of the BSU. The BSU is mainly staffed by experienced teachers, but the BSUC will supervise the BSU at lesson changeovers, the start and end of the academy day, and during the students' break and lunch times. The BSUC will work with colleagues to deliver an efficient provision to students who are learning outside of mainstream lessons for short period of time. This means you will have to liaise closely with teaching colleagues and Heads of Learning Area to collect the work set by their teachers and ensure that the work is explained to students so as to be accessible and meaningful. As the BSUC you will also support Heads of Year and the Head of SEN Inclusion to meet the needs of the more vulnerable students in the academy. This may include in class support; administrative support; mentoring; or being involved in plans such as Individual Education Plans and Pastoral Support Plans.

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 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 a small group of students to achieve. It is imperative that the ethos of the Academy is upheld within the Behaviour Support Unit and in all areas of the role.

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; directly supervising the BSU as needed.
- 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 Pastoral Leaders 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 can be 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.
- Support the Heads of Year and Head of SEN Inclusion to meet the needs of the more vulnerable students in the academy as needed.
- 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

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E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
D	Experience of working with students with complex and special educational needs	X	X	
D	Knowledge and understanding of the varied needs and strategies to support students with complex and special educational needs	X	X	
D	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	Ability to work independently and as part of a team		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	Efficient organisation of resources	X	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	
Behavioural Competencies				
E	Strong communication skills	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	



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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.