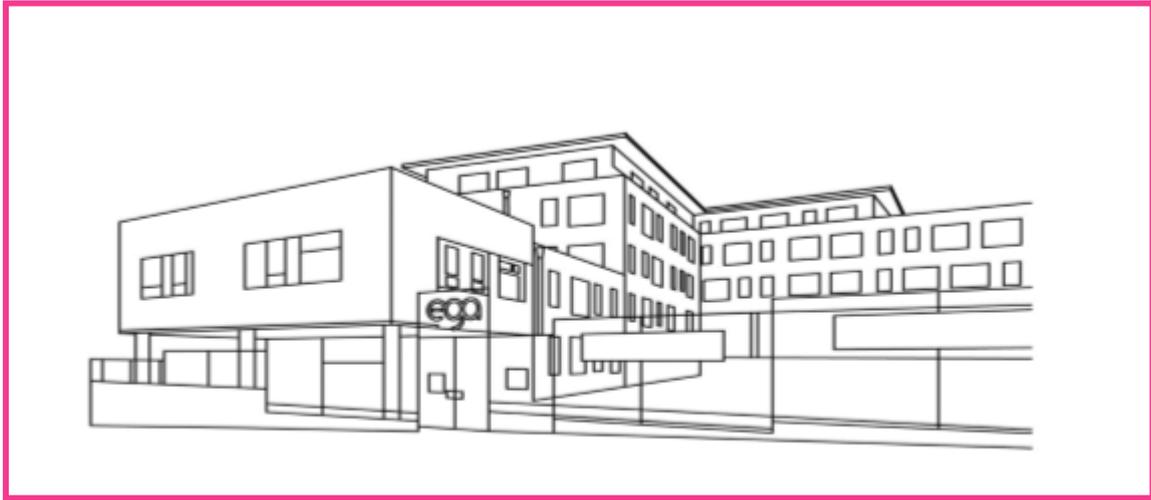




Believe Without Limits



Behaviour Mentor



Believe Without Limits

“EGA - a school without limits”

Students leave EGA having achieved more than they ever believed possible. Through our broad-based curriculum and strong pastoral care, we equip students with the knowledge, skills and confidence to achieve both academically and personally.

Our success can be seen in the ambitious, kind and compassionate life-long learners that make up our rich, varied and diverse community of young people.

Our longstanding commitment to excellence is demonstrated by our fourth consecutive Outstanding Ofsted inspection in January 2025.





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Headteacher's Message



Thank you for your interest in this position. Elizabeth Garrett Anderson School (EGA) is a highly successful community school located in North London. It is held in high regard locally, nationally and internationally. The school is committed to a journey of continuous improvement and works alongside other schools as well as with partners and relationships beyond Islington, to ensure we are at the forefront of educational thinking and research.

Working at EGA is exceptionally rewarding. Many of our students experience disadvantages, but students of all abilities make outstanding progress and leave school with the qualifications and the self belief to help them build a successful future. We believe that academic success, kind and consistent pastoral care and outstanding character education are all essential to students' experiences at school and we expect all staff who work here to be committed to each of these areas of work.

Our expectations are extremely high both for students and staff and we work hard to continually improve our practice. Many staff are promoted internally and we are committed to providing outstanding quality professional development for all our staff through a range of high quality school based training sessions, coaching and appraisal. Colleagues who embrace the EGA ethos will have a wealth of opportunities to develop their career here or elsewhere when they are ready to take the next career step.

I really hope that, having learnt more about our school, you will decide to apply for this post. If you are successful in your application, you will be joining a school where the students thrive, the staff are greatly valued and everyone has the chance to shine.

Sarah Beagley
Headteacher



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Salary Grade: SO1 (Spine point 23- 25)
Salary Range: £40,404-£41,637
Actual Salary: £35,024.22-£36,731.86
Hours per week: 35 Hours per week, TTO
12 month fixed term contract

Required from ASAP

This role sits within a team of pastoral staff working to provide positive behaviour support to students across the school. The behaviour mentor role is specifically designed to strengthen early intervention, reduce suspensions and improve student wellbeing. The behaviour mentors work under the leadership of a member of the SLT to run the 'The Space'. This provision ensures the smooth delivery of high-quality therapeutic support from outside agencies and professionals and consistent behaviour and reintegration practice within a mainstream 11–16 secondary setting.

You will be expected to facilitate and encourage co-operation, effective communication and mutual understanding between home and school; maintaining positive communication pathways in the best interest of the students.

You can also visit www.egaschool.co.uk for more information about the school.

Closing date for completed applications: **Monday 13th April 2026**

Interview date: **WC 13th April 2026**

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search For all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

*Elizabeth Garrett Anderson School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. **This position is subject to a Disclosure and Barring Service check at Enhanced Level.***

Please note the advertised actual salary is a range based on continuous service, with the maximum range indicating 5+ continuous years with local government schools. The starting salary will be calculated based on the individual circumstances of the successful candidates

Please follow link for our school safeguarding policy

<https://www.egaschool.co.uk/258/policies>



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Job Description

This role sits within a team of pastoral staff working to provide positive behaviour support to students across the school. The behaviour mentor role is specifically designed to strengthen early

intervention, reduce suspensions and improve student wellbeing. The behaviour mentors work under the leadership of a member of the SLT to run the 'The Space'. This provision ensures the smooth delivery of high-quality therapeutic support from outside agencies and professionals and consistent behaviour and reintegration practice within a mainstream 11–16 secondary setting.

Post title: Behaviour mentor

Contract: Initial 12-month fixed term contract, with a view to a permanent position

Pay Scale: SO1

Working hours: 35 hours per week, TTO

Reporting to: SLT lead for behaviour

Responsible for: Jointly Co-ordinating "The Space" behaviour and intervention support room, including the setup, delivery and evaluation of internal and external intervention programmes aimed at changing patterns of poor behaviour in a trauma informed way. The individual will also be responsible for supporting the EGA pastoral team to improve behaviour across the school and reduce exclusions through preventative work with small groups and individuals, including post exclusion.

Purpose of the post:

To work under the guidance of the member of the SLT in charge of pastoral/year teams and alongside Heads of Year to:

- provide high-quality pastoral, therapeutic and behaviour support to students, contributing to improved engagement, behaviour and wellbeing.
- work closely with a fellow behaviour mentor to ensure The Space operates as a calm, purposeful and effective intervention provision.
- contribute to both operational delivery and the ongoing development of pastoral and behaviour systems, in partnership with senior leaders.

Key duties and responsibilities:

- Support teachers with difficult restorative conversations following behaviour incidents.
- Act as primary contact for behaviour support organisations and alternative provision partners.



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- Monitor and analyse behaviour data to inform targeted interventions.
- Create and monitor the daily restorative list and work with SLT LM to identify patterns of behaviour
- Jointly oversee the day-to-day running of The Space with the other behaviour mentor, ensuring it is calm and purposeful.
- Ensure students in The Space are completing work in core subjects as part of an agreed schedule of work agreed with SLT LM and Heads of Core
- Oversee internal suspension and reintegration provision, ensuring work completion and structured reflection.
- Design and deliver reintegration programmes for students returning from exclusion.
- Support on-call systems and respond to behaviour incidents as directed.
- Liaise with staff, parents and carers regarding behaviour, reintegration and expectations.
- To effectively monitor and track the impact of “The Space” for students

Leadership and management duties (in partnership with other behaviour mentor):

1. Run “The Space” inclusion room and plan the timetable of various workshops and activities that will take place, being flexible to student needs over time and in line with the school's trauma informed approach.
2. With support from the SLT in charge of pastoral/year teams, co-ordinate programmes for preventative work delivered in school (e.g reflections workshops, nurture groups, morning check-ins for vulnerable students, post exclusion reintegration plans);
3. With support from the SLT in charge of pastoral/year teams, quality assure preventative workshops, clubs and other activities;
4. Liaise with NRC outreach services

Pastoral duties:

1. Actively promote the school's ethos within a supportive environment by being a positive presence around the school, particularly at key times such as lesson change-over;
2. Respond to behaviour incidents, emotional dysregulation and crisis situations
3. Design and deliver an in-house programme to support improving behaviour and conduct across the school.
4. Support PASS Detention, late gate, restoratives, Parent Evenings and other duties as required in agreement with SLT LM
5. Contribute to school events such as celebration of achievement and work alongside the Heads of Year to organise year events within a year group;
6. Communicate key information to members of staff to support student engagement, learning and progress;
7. Contribute to assemblies;
8. Undertake child protection training.

Student progress:

1. Run small group and one to one sessions to develop student behaviour for learning, under the guidance of the Head of Year/SLT;
2. Run regular lunchtime activities for students;
3. Promote enrichment opportunities;



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Personal development, behaviour and welfare:

1. Monitor the engagement of individual students using reports and visits to lessons;
 2. Undertake restorative resolution between students after conflicts and when students are returning to classes after an incident;
 3. Work with students on a one-to-one or small group basis to resolve personal issues and provide emotional support;
 4. Design and deliver reintegration programs for students at risk of or returning from exclusion;
 5. Support with students who are removed from lesson for disruption as directed by SLT;
 6. Use data and other evaluation methods to track the impact of the work in The Space and
 7. plan for the future based on the outcomes;
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8. Attend key meetings as directed by the Head of Year/SLT to discuss student progress and wellbeing, for example pupil support panels (PSP) and meetings with external agencies as required;
 9. Promote the emotional wellbeing of students and support students in making healthy, safe lifestyle choices.

Communication and admin:

1. Keep information on year groups;
2. Liaise across the school via email and in person;
3. Liaise with staff across the school, under guidance from SLT, regarding individual student engagement and progress across subjects;
4. Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

Personal responsibilities:

1. Carry out the duties and responsibilities of the post, in accordance with the schools Health and Safety Policy and relevant Health and Safety Guidance and Legislation;
2. Actively work under the child protection framework to keep students safe from harm;
3. Undertake training and professional development as appropriate;
4. Undertake other duties appropriate to the post that may reasonably be required from time to time;
5. At all times, carry out the responsibilities of the post with due regard to the Equalities; Child protection and data protection legislation.



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Person Specification

E=Essential D=Desirable

Qualifications and training:

1. Degree and/or educated to NVQ Level 2 or equivalent (E)
2. Level 2 qualification in English and Mathematics (E)
3. First Aid training or the willingness to undertake training in this area (E)
4. Safeguarding and Child Protection Training or the willingness to undertake training in this area (E)

Knowledge and experience:

1. Experience of working in a school setting (D)
2. Evidence of work with young people, either in a paid or voluntary capacity (e.g teaching, counselling, social work, youth work) (E)
3. Evidence of the ability to use a range of tools including coaching, to support a young person's development (E)
4. Knowledge of child protection and equality requirements (D)
5. Good working knowledge of a range of software packages including SIMs, Microsoft and Google packages (D)
6. Good ICT skills (E)
7. Good administrative skills (E)

Personal skills and qualities:

1. Excellent written and verbal communication skills (E)
2. Excellent record of attendance and punctuality (E)
3. Good interpersonal skills (E)
4. Ability to work to deadlines and prioritise effectively (E)
5. Ability to work on your own initiative and as part of a team (E)
6. Ability to plan systematically (E)
7. A passion for ensuring young people achieve success (E)
8. Determination to make a difference (E)
9. Ability to form and maintain appropriate relationships and personal boundaries with children and young people (E)
10. Willingness to work flexible hours when required (D)
11. Understanding and commitment to the aims and objectives of Elizabeth Garrett Anderson (E)

*Elizabeth Garrett Anderson School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. **This position is subject to enhanced Disclosure and Barring Service clearance.***



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Why work at EGA?

Staff wellbeing

- **A workload and wellbeing charter** agreed in conjunction with staff and underpinned by an annual staff survey.
- **Gym Membership scheme** - An annual membership for all the 280 leisure centres across the country managed by GLL (Better). This is offered at a very competitive cost and repaid over 10 months
- **Cyclescheme** - Allows staff to purchase a bike and equipment through a lease arrangement, repaid over 12 months allowing for a monthly tax saving.
- **Free Eye Test** - Available to users who use display screen equipment for more than 2 hours a day
- **Employee Assistance Programme** - free confidential and independent support to help staff balance their work, family and personal lives. Support is available via phone, online and through 1 to 1 Counselling sessions.
- **Occupational Health** - aims to promote and maintain the health and well-being of employees to ensure staff have access to specialist occupational health practitioners and services

Remuneration and financial support

- **Inner London pay** - Being in the heart of London, Islington schools offer inner London pay, a competitive way to reward employees who work with us.
- **Staff Laptop** - all teaching staff are provided with a laptop to use on site or at home.
- **Tech scheme** - A salary sacrifice benefit that allows employees to get technology from Currys PC World and spread the cost over 12 months.
- **Season ticket loan** - An interest free season ticket loan allows employees to buy an annual travel card for up to £10,000. The loan is recovered over 10 monthly instalments.
- **Welfare loan** - There may be times when staff experience financial hardship and we aim to help these employees overcome genuine domestic difficulties. Staff can request a loan of up to £1,000, which is to be paid over a 12 month period.
- **Long Service Award** - rewarding staff with 20 or 25 years continuous service in Islington or local government.



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Selection Process and additional information

Recruitment Process

Applications will be considered as they are received by the school and candidates may be invited to interview at any stage. Early applications are warmly encouraged.

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected.

School Visits

School visits are highly recommended and can be requested by emailing admin@egas.org.uk

Special Requirements

If you require reasonable adjustments prior to your interview, these can be arranged by emailing admin@egas.org.uk

References

We will obtain references from your referees if you are successful for the interview. In order to prevent delays, please ensure that the reference section of the application form is accurate and completed in full.

Data Protection

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Right to work in the UK

Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Safeguarding

EGA operates safer recruitment practices in accordance with Keeping Children Safe in Education regulations. Please expect the highest level of scrutiny and background checks. Appointments are subject to satisfactory references being obtained, and an enhanced disclosure and barring service (DBS) check. New members of staff cannot start their positions until these documents are in place.



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