



Information for candidates applying for the role of:

Behaviour Mentor

Permanent, term time (36 hours x 38 weeks per year)

Salary: NJC Scale 5 (actual range: £27,389 - £29,463 p.a. inc).

Required: As soon as possible



Highlands
School & Sixth Form



Dear candidate,

I am delighted that you are considering applying for the position of headteacher's personal assistant at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. Our students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving schools in London.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

We are judged 'Outstanding' in all areas by Ofsted. When we were recently inspected in November 2024, [the Ofsted report](#) highlighted the excellent curriculum, behaviour, safeguarding and personal development the school offers. The report said that students "thrive in this diverse and inclusive school". Academic achievement is excellent at Highlands and we are featured in the Times 'Parent Power' lists of the top schools in England.

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every Wednesday; no other meetings are held during the week. We use centralised collaborative resources to support planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine - yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards fulfilling their own career potential.

Before reading on, I recommend you watch this [video](#), which will introduce you to our school. I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher



History, ethos and values

Highlands was opened by Tony Blair in 2000, the first PFI school in the country. Recently the school has successfully transitioned to our direct management and we couldn't be more proud. It is set in beautiful grounds and has a modern building in excellent condition. Mr McInerney is the third headteacher at Highlands. The previous head, Mr Goddard, led the school on a successful journey from 'Satisfactory' in 2007 to 'Outstanding' twice. The school's Outstanding status was confirmed in the November 2024 Ofsted inspection. The school has a strong reputation in the area for high academic standards and high standards of behaviour.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." We take this very seriously and we have very high expectations of ourselves and each other. We are outward facing and research focused. We look at what the very best schools are doing nationally and internationally and then try to do it better here.

Our values are determination, aspiration, respect and equality (DARE) . These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff. Our motto is 'Dare to flourish'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, *flos*, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.

Curriculum

Our curriculum has been carefully sequenced by highly skilled heads of department and faculty with the support, where appropriate, of nationally recognised experts such as Christine Counsell and David Didau. Our curriculum intent statements will give you a good sense of our philosophy towards the curriculum:

The Highlands School curriculum is highly ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.

The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.

The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons, build cultural capital and broaden their horizons to a world of opportunities.

The taught and wider curriculum, particularly through PSHE, teaches students about diversity, equality, inclusion and British values.



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Teaching, Learning and CPD

Our approach to teaching is underpinned by Rosenshine and the principles of direct instruction so, before applying, we advise potential candidates to be familiar with the principles and comfortable using them in the classroom. We value the teacher as the subject expert and we expect key knowledge to be delivered to students in a scaffolded and 'chunked' manner. We expect understanding to be checked throughout the lesson with the use of hinge questions, no hands up questioning and mini whiteboards. We buy all students mini whiteboards at the start of the year so they can all participate. Paired discussion is encouraged as a carefully planned part of the learning process. All departments have shared resources that are collaboratively developed and which staff are expected to use. This significantly reduces planning time for staff and means that every class has access to the same high quality resources.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, and work on curriculum development.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos below [Alice](#), [Mia](#)

For more details of our benefits package and tailored CPD programme you can read our [people offer](#) here.



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Enrichment

At Highlands we think about more than exam results. The extracurricular provision at the school is excellent. In recent years Highlands students travelled to Madrid, Morocco and New York. This year students studying physics will be visiting Cern in Switzerland, language students will be visiting Madrid and there are international trips to Morocco and Eswatini planned. Our students take part in the Duke of Edinburgh programme and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. This year students performed in the school show, Chicago, at the Millfield Theatre. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

All students at Highlands participate in 'DARE days'. These are four days each year when all lessons are suspended and students and staff participate in a range of trips and activities designed to enrich their learning experience and broaden their horizons.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7. These range from rugby to fashion, from dance to judo. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extracurricular programme at Highlands should rival that of any other secondary school in London.



The Sixth Form

Highlands has an Ofsted Outstanding, high performing and oversubscribed sixth form. In February, the Department for Education performance tables put Highlands Sixth Form: 106th out of 4,362 schools in England which is 47th out of all state schools.

Students go on to a range of destinations including top universities (Oxford, Cambridge, UCL, King's College London), others have gone on to do degree apprenticeships at companies like Deloitte, Blackrock and law firms such as Allen and Overy and others have gone on to pursue apprenticeships. Whether it be A levels or BTECs we support students to the next stage of their life.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students.

Students participate in a thriving FemSoc, a debating society and other sporting events. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a flourishing enrichment programme which encourages sixth form students to take up leadership opportunities. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We are committed to supporting each student into the career or university of their choice.

Learn more about the sixth form on our [sixth form website area](#).

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



About behaviour at Highlands School

At Highlands School we have high expectations of student behaviour. The core principle of our approach to behaviour is 'prevention before sanction'. This means we place a high level of emphasis on routines and the consistent application of our behaviour policy so that students do not reach the point where they need to be sanctioned. We use STAR expectations (sit up, track the speaker, ask and answer questions, respect those around you) as our core classroom expectations, to ensure that students can focus on their learning. Centralised detentions and an on-call system reduces teacher workload and ensures that all teachers are well supported by clear and effective behaviour systems.

Highlands school has a large and experienced pastoral team, all of whom play a crucial role in ensuring excellent student behaviour and pastoral care. Each year group has a head of year and a behaviour mentor. The pastoral team is also supported by a behaviour nurture coordinator, a wellbeing assistant, a behaviour manager, a safeguarding manager and a safeguarding and inclusion officer.



The Role: Behaviour mentor

Job Purpose

The behaviour mentor is responsible for supporting the head of year and behaviour manager in providing excellent pastoral care to a specific year group and to support the behaviour team with school behaviour systems.

Job Details

The position is permanent and term time: 36 hours per week x 38 weeks per year.

The successful candidate will report to the head of year.

The salary is Scale 5 (actual range: £27,398.46 - £29,462.93 p.a. inc).

The post starts as soon as possible.



Job description

Key accountabilities

- To support with the implementation of school behaviour, attendance, anti-bullying and safeguarding policies.
- To support and bring about sustained change to students who need help overcoming barriers to learning, where behaviour and attendance issues are a cause for concern.
- To manage and support a caseload of vulnerable students.
- To support the head of year with pastoral systems.
- To lead and support with the implementation of behaviour systems.
- To support the pastoral team with morning routines.
- To recognise, promote and celebrate diversity.
- Lead daily detentions.
- Monitor daily child protection issues.

To support with the implementation of school behaviour, attendance, anti-bullying and safeguarding policies

- To comply with the school's policies and procedures at all times.
- To identify, report and support a variety of safeguarding cases.
- To support with the implementation of the school's safeguarding procedures including regular liaison with the Designated Safeguarding Lead over any safeguarding issues or concerns.
- To keep accurate records of all safeguarding and well-being concerns and actions taken using CPOMS.
- To respond to safeguarding concerns as appropriate through welfare checks, communication with parents, communication with the relevant pastoral team member and communication with the DSL.
- To work closely with students to develop a culture of zero tolerance towards anti-social behaviour including bullying, verbal, physical, sexual and emotional abuse.

- To proactively support student attendance and identify efficiently and effectively students in need of intervention and take proactive action in liaison with the head of year.
- To monitor CPOMS for your year group on a daily basis.

To support and bring about sustained change to students who need help overcoming barriers to learning, where behaviour and attendance issues are a cause for concern

- To work in partnership with all school staff seeking to reach acceptable outcomes that meet the needs of the student, overcoming the behaviours and attitudes that inhibit their progress at school.
- To develop a 1:1 mentoring relationship with the student receiving support, aimed at achieving the goals defined in their individual behaviour plan.

To manage and support a caseload of vulnerable students

- Provide a listening ear, care and support for students on the vulnerable pupil list.
- Build student's confidence.
- Support students to build resilience.
- Maintain appropriate boundaries.
- Update student's CPOMS files.
- Pass on all relevant information to the safeguarding team.

To support the head of year with the implementation of pastoral systems

- To work closely with the head of year to support and attend year specific meetings, assemblies, briefings, events and parents' evenings.

Job description continued:

- Support the production of pastoral support plans and other administrative tasks.
- Support with the implementation of attendance and safeguarding policies.
- Support with the reintegration plans for students to return to mainstream lessons.
- Support with reintegrating excluded students.
- Communicate with parents to support school pastoral systems.
- Contribute to supporting new starters and students arriving from the fair access panel.
- Contribute to positive wellbeing and year group cohesion.

To lead and support with the implementation of behaviour systems

- To contribute to on call
 - Attending callouts and implementing the schools behaviour policy.
 - Investigating incidents thoroughly and comprehensively.
 - Taking a zero tolerance approach to peer on peer abuse and discrimination of any kind.
- To ensure the internal exclusion room is well organised and well-run, providing students with an outstanding educational experience
 - To maintain high standards and expectations of behaviour in the internal exclusion room.
 - To maintain high standards and expectations of work.
 - To implement the school's STAR expectations.
 - To provide work and supervise the completion of work.
 - To support with reflection and goal setting to maintain accurate attendance records of students placed in the IER.

- To lead daily end of day detentions
 - To work with the pastoral team members to oversee the end of day detentions.
 - To maintain high standards and expectations of behaviour in the detention hall.
 - To oversee the completion of the detention task.
 - To keep accurate records of those attending detention.
- To respond and deal effectively with any behaviour incidents that take place involving students

To support the pastoral team with morning and lunchtime routines

- To carry out daily uniform checks and refer uniform issues to the head of year.
- To support with the supervision of students before and during morning line up.
- To support the pastoral team with creating a welcoming, calm and orderly start to the day.
- To carry out daily lunchtime duties.

To recognise, promote and celebrate diversity

- To work with and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programme in relation to discriminatory behaviour.

Training

- To attend training and professional development session.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Skills and knowledge and experience

- GCSE A*-C in English and maths or equivalent qualification.
- Excellent communication skills (written, oral and utilising IT).
- An understanding/experience of strategies to improve the behaviour of young people.
- An understanding/experience of strategies to support the mental health / wellbeing of young people.
- An understanding of how to safeguard children/young people.
- Experience of/an interest in working in a school or community setting.
- Experience of improving outcomes for young people.
- Understanding of and commitment to equal opportunities.
- High level of literacy and numeracy.
- Good time management and organisational skills.

Personal qualities

- Ability to work independently, under minimal supervision or as part of a team, as required.
- Willing to participate in training and professional development programmes appropriate to the needs of the post.
- Ability to work under pressure with strict deadlines.
- Excellent interpersonal skills.
- Good organisational skills and ability to balance competing pressures, deadlines and demands.

- Calm and friendly manner
- Good sense of humour

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this job description from time to time and will consult with the postholder at the appropriate time.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.

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The application process

Please apply by visiting the [vacancies page](#) on our website and complete an application form (at the bottom) in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

Closing date: 9am on Friday 9th January 2026. Interviews will be held on 12th January 2026.

If you have any questions, please contact Kavita Tailor HR Officer, at hsjobapp@highlearn.uk or **020 8370 1166**.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.



Highlands
School & Sixth Form

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