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| Job Title: | Assistant Boarding Housemaster (Resident) |
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| Reporting to: | Boarding Housemaster |
| Key Purpose of the Job | To assist the Head of Boarding in running the Boarding House in an orderly, effective and legally compliant manner in order to safeguard the pupils; provide outstanding pastoral care; promote well-being; instill discipline; and give access to educational opportunities |
| Written by: | Director of Boarding |
| Date: | 9 th July 2019 |

Key Accountabilities
(Statements of 'deliverables' required.)

To assume the position of responsibility for the day-to-day running of the House in collaboration with the other Assistant BM . To this end the ABM will:

1. **Safeguarding:** assist in providing boarding staff and senior students with a clear statement of their roles and responsibilities within the House, along with policies and procedures for child safeguarding (countering bullying, substance misuse, health and safety, e-safety, the promotion of PSHE, medical provision, welfare concerns and the School's behaviour policy)
2. **Regulatory compliance:** to be aware of the implications of the *National Minimum Standards for Boarding Schools*; to be the person responsible for Fire Safety and Health and Safety in the house.
3. **Assisting in management of Boarding Staff** to be familiar with, and work in accordance with, the Boarding Handbook; to work with the house staff team so that they carry out their duties safely, cheerfully and efficiently, using effective lines of communication and record keeping; to assist in ensuring that house staff implement the School's behaviour policy and, by encouragement and clear communication, foster an understanding and acceptance of the standards of conduct expected of students; to assist in ensuring that the house carries out its duties and meets the standards of behaviour and routine required; to assist in ensuring that house staff communicate speedily and efficiently with parents and that these communications, and any follow-up action, are recorded in the School's MIS; to assist in training, managing and developing the house prefect team in accordance with the School's safeguarding, behavioural and anti-bullying policies; to support all areas of school life, attending school events where possible.
4. **Pastoral care and guidance** to assist in ensuring that the circumstances of each boarder, their strengths, weaknesses, interests, aptitudes and abilities, are identified and known by staff as needed, so that individual talents and potential are developed in each area of their school life; in conjunction with other key and specialist staff (the Assistant Head International, Assistant Head Academic, Heads of House, Tutors, Director of Sixth Form, EAL and LS depts. Medical etc) to be aware of the academic potential, performance and needs of boarders from admission onwards; to assist in successfully inducting pupils and parents into the workings of the house; to liaise effectively with the academic team and house tutors to support students'

academic progress where necessary; to promote a culture within the boarding house staff of proactive communication with parents; to ensure that issues of social, emotional or academic well-being are addressed efficiently for the benefit of the affected boarder; to support house staff in ensuring that each student participates in a full and varied programme of co-curricular activities, to arrange a varied weekend activity programme in partnership with other Boarding Assistant Housemaster.

5. **Infra-structure / budgets;** to assist in managing the (physical, human and financial) resources of the house to maximize their use, maintenance and effectiveness in achieving 1-4 above.
6. **Strategy:** With the other Boarding Assistant Housemaster and Head of Boarding & Compliance, create an annual development plan for the House that identifies how best to deliver 1-4 above.

To perform any other tasks which the Director of Boarding and Head of Boarding and Compliance Headmaster may reasonably assign.

Measures

(Key performance indicator(s) used to measure the effectiveness of delivery against each accountability)

1. **Safeguarding:** regular audit of safeguarding provision, feedback from pupils and staff, record keeping, minuted meetings with Head of Boarding & Compliance, record of CPD
2. **Regulatory compliance:** a successful audit to national standards; positive feedback.
3. **Managing the Team of Boarding Staff:** Participation in weekly, minuted meetings with all house staff (junior and senior to you); participation in annual performance review of yourself, tutors and matrons in accordance with the School's published procedures; consistent approach and record keeping; fair division of labour; efficient use of human resources; positive feedback; regular and accurate reporting to all key interfaces.
4. **Pastoral care and guidance:** sound record keeping; appropriate welfare plans, referrals and follow ups; use of relevant agencies, for example, the Director of Boarding, the School Health Centre, the EAL and LS departments, the school counselor, DSP and, where appropriate, external agencies with responsibility for the welfare of young people; individual academic achievement; House achievements; good records of behaviour; co-curricula involvement of pupils
5. **Infra-structure / budgets:** contribution to annual audit on the house's facilities and practices and production of a house development plan submitted to the Headmaster; House and finances in good repair and well-presented at all times;
6. **Strategy:** House Development plan; Minuted strategy meetings with Director of Boarding, Head of Boarding and Compliance; Boarding Student Handbook

Key Skills and Experience: (Knowledge, Experience, Skills & Abilities)

(List all relevant qualifications & length of post-qualification experience, or in-the-job experience, that is necessary)

1. Expectation that Assistant Housemasters will be committed to their own CPD and will seek to pursue the BSA Advanced Certificate course or something similar.
2. Will have some experience of working in a boarding environment and a proven record of managing young people in a variety of settings.
3. Ability to communicate in the appropriate style with colleagues, students and parents; 'can do/will do' attitude
4. Effective record keeping and note making
5. Competency in IT
6. Ability to drive a minibus/ willingness to train is highly desirable

Key Interfaces:

(Internal and External organisations or people (including job title) with whom you have regular contact)

1. Headmaster
2. Director of Boarding
3. Head of Boarding& Compliance
4. Other Assistant Boarding Housemaster/mistress
5. Matrons
6. NRTs
7. Medical and therapeutic services
8. Heads of House
9. Parents and guardians
10. Academic departments & teaching staff
11. Office staff
12. Catering Manager

13. Finance Office

14. Maintenance department

Operating Environment and Context of the Role:

(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)

The boarding students are housed in 2 offsite boarding houses: Pyke and Clyde House. Each Boarding House is run by one male and one female Assistant House master/mistress. Consistency across both houses is ensured by the Head of Boarding and Compliance who works across both Houses. Each House includes a Matron as well as a team of resident tutors, non-resident tutors and some visiting teachers

Pyke House comprises girls of all ages as well as mixed junior students. These 40 pupils come from a variety of social, cultural and ethnic backgrounds who need to be cared for, supported and nurtured as part of the larger school for 24/7 during term time. Claremont Senior School has approximately 300 students, aged 13-18 years, of whom approximately 100 are multi-national boarders.

The role of Assistant Boarding Housemaster is a profoundly important one. As well as presenting the opportunity to be part of a team of staff (tutors and matrons) it also presents significant organizational and pastoral tests. The most challenging feature of this role is to identify and meet the needs of each and of all students, which may be complex, profound and compounded by learning difficulties, language difficulties, cultural difficulties and the intensity of boarding life; and then to work within a team to deliver an outstandingly good boarding provision which is consistent and compliant.

Boarding house staff are *in loco parentis* (both legally and pastorally), for that reason the Assistant Boarding Housemasters are expected to role model extremely high standards of personal behaviour; all are visible role models for our pupils. Their care of students extends beyond the boarding house and they play a fundamental role in their total welfare and wellbeing, helping them develop into self-confident and purposeful young adults, pass through key stages of their physical and emotional development and prepare to enter the wider world beyond school and who look back on their boarding experience as a happy and fulfilled time in their lives. It also presents an opportunity to be part of the middle management of the school and participate in the delivery in top quality pastoral care.

Safeguarding:

(Details of responsibilities in relation to Safeguarding regulations and any other legal entity or any other governance and compliance.)

Claremont School complies fully with the DCSF Guidance '*Safeguarding Children and Safer recruitment in Education*' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

In addition, the job holder will be expected to pursue professional development opportunities relating to safeguarding and keep up to date with national developments in the area. Ideally all Housemasters will have the L3 Safeguarding certificate.

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| Job Holder: | Name: Job Title: | | Date: | |
| Approved by SLT: | Name: Job Title: | | Date: | |

