

JOB DESCRIPTION | CLAREMONT SCHOOL



Job Title: Residential Tutor

Line Manager: Director of Boarding through Clyde House Parents

ABOUT CLAREMONT SCHOOL

Claremont School is an independent, co-educational day and boarding school for 700 students from 1 to 18 years old. The School operates over two sites. Claremont Preparatory School was founded in 1925 and is situated on the outskirts of St Leonards-on-Sea; this site includes the Nursery, Pre-Prep and Prep and occupies a 130 acre estate, with extensive playing fields and woodland. Students here range from 1 to 13 years old. Claremont Senior School was founded in 2011 and is situated eight miles to the north of the Prep School in the village of Bodiam. This is a 12 acre site for students from 13 to 18 years old. Claremont also has two boarding houses; one in Battle and the other in St Leonards on Sea. Between the two houses there is capacity for 104 boarders.

Claremont School is part of the International Schools Partnership, who currently own 50 schools around the world.

Claremont School has been graded as 'Outstanding' in every category, in all four of its Ofsted inspections.

THE POST

Key Purpose of the Job (This is a single sentence, which identifies the overall purpose of the job)	<ul style="list-style-type: none">• To provide active assistance and support in the day to day management of the boarding house.• To support the House Parents in development of outstanding boarding provision
Written by:	Director of Boarding
Date:	Dec 2021

Key Accountabilities

- 1. Safeguarding:** to ensure that students feel safe and are aware of the support available to them, and to ensure that policies and procedures for child safeguarding (countering bullying, substance misuse, health and safety, e-safety, medical provision, welfare concerns, the boarding handbook and the School's behaviour policy) are applied consistently.
- 2. Pastoral Care:** In order to promote and nurture a safe pastoral environment in which good relationships and communication. To this end RTs will seek:
 - To set high standards of care, welfare and guidance for students
 - To act as a role model of positive values and behaviour, nurture and establish an environment in which boarding students are intellectually curious and are stretched and challenged; manage behaviour effectively and ensure a good, safe and secure learning and living environment; have high expectations of good behaviour, establishing a clear framework and maintain good relationships
 - To know and understand that each student has individual needs; contribute meaningfully to the life of the House; know and use the school systems to provide support for all students

3. **Communication:** Communicate effectively with fellow staff, House Parents and parents/guardians/carers on all matters relating to students under own direct care; when requested, work collaboratively and supportively with colleagues on any issues relating to pupils under own/their care
4. **Behaviour:** In order to promote a harmonious and inclusive environment within the House and School:
 - To support the school's behaviour policies and foster their acceptance by pupils through encouragement, reward. To communicate a clearly understood system of sanctions which is consistent within boarding.
 - To help students develop a collective responsibility and be aware of the difficulties and problems of others, and to offer such support and help for each other as is appropriate
5. **House Routine and Culture of the School:** To contribute to and support the ambitious and purposeful environment in which all students can flourish in whatever they do; provide guidance and support to students to ensure the good maintenance of high standards of dress, behaviour and manners; establish relationships with colleagues, support staff and students which demonstrate positive values, mutual respect and consideration of and for others; supervise students during the evenings and weekends in accordance with the House routine and timetable, in order to support actively the philosophy and aims of the School in which we seek the best outcomes for students.
6. **School's policies:** To know and implement the School's safeguarding and anti-bullying policies; manage student behaviour according to the School's behaviour policies, act promptly and purposefully on any areas of noticeable behaviour (both outstanding or inappropriate), escalating incidents as and when appropriate in order to ensure students know what to expect and are able to make decisions on the basis of a clear understanding of the likely consequences of their actions and the School meets its ethos of providing a warm, friendly and inclusive environment for all studying or working within it
7. **Administration and Records:** To complete all required records and systems and keep documentation, including notes of all significant discussions and 1:1 meetings, to ensure that full information relating to all students under direct care is fully documented, up to date and readily accessible, and can be used for audit, reporting and decision-making purposes
8. **Boarding duties:** In full accordance with the Boarding Management Handbook, to undertake allocated shifts and work as an integral part of the Boarding team undertaking all key residential duties, including supporting social events and trips, as part of the set daily/weekly routine of the House

Measures

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

1. **Safeguarding:** Safeguarding is central to all we do; students feel safe and able to raise any concerns or worries; Tutors are alert to potential issues and know how and when to act appropriately
2. **Pastoral Care:** Tutors demonstrate a high level of care, welfare and guidance for their students (social, physical, intellectual, emotional and spiritual) so that their students can flourish, feel safe and feel well cared for.
3. **Communication:** Parents and colleagues alike feel clear on the situations being discussed; The RT follows the house and boarding guidelines and completes all the necessary logs to ensure smooth transitions between shifts. The RT familiarises her/himself with the house daily log and other such documents ahead of every shift.. They regularly check their work emails to ensure full awareness of any issues that may have developed in the house in their absence; The RT completes the daily log, health forms and any other communication systems put in place by the HM and the Director of

Boarding to ensure effective communication across the house. Attendance to weekly staff meetings is expected.

4. **Behaviour:** Tutors are positive role models and make an active contribution to the values and ethos of their House and School underpinned by energy and enthusiasm; high expectations and positive values are demonstrated and students learn in a safe and purposeful, inclusive environment; students are inclusive, respect each other and see the value that springs to all from their differences; older pupils act as role models to their younger House members.
5. **House Routine and Culture of the School:** Tutors are, and are perceived to be, cheerful, enthusiastic, positive and supportive of all that the HM seeks for their House; a culture of teamwork, collaboration, mutual trust and respect is strong.
6. **Boarding Policies:** Tutors are highly knowledgeable about, support and fully implement boarding policies. Behaviour is managed constructively; School systems are used appropriately and allow opportunities for students to learn independently and collaboratively.
7. **Administration and Records:** Records are detailed, clear up to date and easily understood by anyone reading them and ready at hand when required.
8. **Boarding Tutors:** All duties undertaken, willingly and enthusiastically, the job holder is seen as a core part of the House team by fellow House staff and students alike; a 'can do/will do' attitude prevails

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. Experience is not essential but commitment to the holistic development of all aspects of a young person's life: social, physical, intellectual, emotional and spiritual
2. Effective record keeping and note making
3. IT literacy
4. Ability to communicate in the appropriate style with colleagues, students and parents; 'can do/will do' attitude
5. Boarding specific experience (desirable rather than essential)
6. The ability to drive a school minibus would be an advantage.

Key Interfaces:

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

1. House Parents
2. Director of Boarding
3. Students
4. Parents

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.)

Claremont Senior School has approximately 300 students, aged 13-18 years, of whom approximately 90 are multi-national boarders. The boarding students are housed in 2 offsite boarding houses: Pyke and Clyde House. The School employs a School Nurse on each school site. 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 Residential Tutors are expected to role model extremely high standards of personal behaviour; all are visible role models for our pupils. Tutors' care of students extends beyond the boarding house and they play a fundamental role in their total welfare and well being, 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 fulfilling time in their lives. It also presents an opportunity to be part of the running of a House and participate in the delivery of 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 Senior School 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 fully 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.

TO APPLY

Candidates should complete the application form on the school website and send it to:

The Director of Boarding- Francoise Armstrong

Claremont Senior School

Bodiam | East Sussex | TN32 5UJ

Email: francoise.armstrong@claremontschool.co.uk

Telephone 01580 830396

