



BEECHWOOD SCHOOL

Job Description

Post title:	Head of Boarding
Hours of Work:	Full Time, Permanent, 42 hours a week (on a shift pattern), Term Time Only
Salary:	Depending on Experience
Responsible to:	Headteacher
Main Responsibilities	<p>Pupils:</p> <ul style="list-style-type: none">• To act 'in loco parentis' to all pupils in the Boarding Houses and ensure that the health, safety, happiness and well-being of every pupil is given the upmost attention and importance• To ensure that the individual circumstances, needs, strengths and weaknesses of each pupil are identified and known by all staff as needed, so that individual opportunities, talents and potential are developed and maximised• To create a caring community within the house that is a secure, safe and stable environment, both physically and socially, for every member of the house.• To incorporate within the aims and ethos of the house the aims and ethos of Beechwood School.• To ensure that, in looking after the pupils in his/her care, he/she complies with the principles and procedures of the Children Act and related regulatory guidance as and when it is published.• To recognise the uniqueness of each pupil and the right each has to be treated as an individual. To ensure that each individual has sufficient space and opportunity to develop in their own way, in their own time and not to feel inhibited.• To ensure that pupils go about their lives, individually and collectively. In particular:<ol style="list-style-type: none">a. Accept the rules of the school and behaviour codes ;

- b. Make academic study their priority, whilst showing a determination to develop to the full all their talents, whether intellectual, physical or creative;
- c. Find the necessary motivation to pursue their academic work in lessons, in study periods and in preparation to the best of their ability;
- d. Show involvement and effort in extra-curricular commitments - this includes School, House and recreational sport and other chosen activities;
- e. Wear the School uniform and see it as a unifying factor for the community identity;
- f. Treat all others with equal respect, regardless of age, gender, race, religion or ability and see any differences as an enrichment to the life of the School;
- g. Be sensitive to the fact that appropriate members of staff will need to know of an individual's whereabouts;
- h. Adhere to the School and House timetables;
- i. Communicate on a regular basis with parents and guardians;
- j. Take primary responsibility for their own health and personal hygiene. They will alert the appropriate people if they, or others, are in need of pastoral or practical help;
- k. Conduct any close relationships sensitively and in an acceptable manner;
- l. Remember that, as the School is home for many of the school community, a respect for personal privacy and property is necessary;
- m. Conduct themselves outside the School in a responsible and professional manner.

- To keep in close contact with parents and/or guardians and to ensure that they are kept fully informed. At the same time, to be as fully aware as possible of parental circumstances. To hold social functions from time to time to which parents are invited.
- To know each pupil individually and to have responsibility for their welfare. This includes: Talking and listening to each pupil; monitoring their emotional, spiritual, social, physical, intellectual and moral development.
- To provide a clear framework of discipline within the boarding houses and to ensure that it is in line with school policy. To ensure that these principles of discipline are applied fairly and reasonably at all times.
- To develop, in the pupils, a collective responsibility to be aware of the difficulties or problems of others, and to offer such support and help for each other as is appropriate.
- To assess regularly the progress of each pupil in every sphere and ensure the environment is such that changes in patterns of behaviour and mood or in peace of mind. Particular attention should be paid to academic and extra-curricular load and balance.
- To liaise with the Senior Houseparents to organise a range of weekend and other activities. To encourage pupils to involve themselves in extra-curricular activities and to ensure pupils (particularly the younger ones)

are appropriately occupied especially at weekends. To promote house events and house outings, especially those of a cultural nature.

- To be aware of the academic strengths and weaknesses of pupils; to liaise with tutors to ensure that relevant background circumstances of pupils are known and discussed; to ensure that the conditions and supervision of evening prep are conducive to effective academic progress.
- To counsel pupils, at a time and place which is conducive to good communication, concerning any academic, social or behavioural problems they may have; to liaise with other members of staff responsible for the pupils' siblings, if appropriate; to inform the Deputy Head immediately if any child protection concern arises; to fulfil the school's policy on child protection and safeguarding children.
- To work with the Registrar to ensure safe collection of boarders' BRP cards and registration with the Police Nationalities Unit.
- To assist each pupil in constructing realistic plans for the next stage of life after leaving school.
- To provide, in conjunction with Heads of Years, advice and support on planning and decisions for subject options and higher education choices.
- To support the school's 'Beechwood Code' and, by encouragement and reward and by a clearly understood and fair system of sanctions, foster an acceptance of the code of conduct of the house and school; to inform the Senior Leadership Team in any alleged or suspected cases of bullying, substance abuse, theft or sexual misconduct.

Management:

- To provide the adult members of the house team with a clear statement of their roles and responsibilities, and to provide a periodic review of their performance.
- To develop and manage the tutor and house prefect teams, so they can play their part in carrying out the academic and welfare tasks that follow, according to their particular roles and responsibilities.
- To ensure the boarding staff, parents and pupils understand the aims and objectives of boarding in the house, and the principles on which community life in the house is based.
- To plan, implement and review structures of staff supervision; to ensure the safety and security (including emotional) of all pupils at all times when they are in the school's charge; to ensure that adequate arrangements for 'back up' cover are made.
- To liaise with the school nurse(s) and doctor(s) to ensure that pupils' medical requirements are properly catered for; to encourage pupils to adopt a healthy life style.
- To be aware of relationships between pupils within and beyond the house and to advise and take action when and where necessary.

- To liaise with the site staff and school housekeeping staff to ensure that pupils' clothes and personal belongings are used appropriately and housed securely and tidily; to ensure that pupils treat the belongings of others, and the fabric and furnishings of the house, with respect. To be aware of the cleanliness of the house and to liaise with domestic staff, as appropriate. To take responsibility for the physical appearance of the furniture, fittings and fabric of the house and to ensure that the Bursar is informed as soon as possible of any damage.
- To use every opportunity to cultivate contact and communication with parents, to ensure that they are fully informed about their child's progress (attendance at and reporting (usually via email) of progress from Parents' Evenings if Guardians are not attending) and welfare; to ensure that family incidents and problems are brought to the attention of those that need to know.
- To ensure that all members of the boarding staff team (including non-teaching personnel and senior pupils as appropriate) are familiar with the School's policies and procedures for child protection, countering bullying, substance misuse and health and safety, and are aware of the appropriate response needed in these areas.
- To take part in performance management or staff review arrangements made by the school, on an annual basis.
- To keep members of the Senior Leadership Team as fully informed as necessary about particular circumstances of individuals in Boarding.
- Set up a system of mentors for new pupils who join the House. To ensure that all pupils, staff and parents are aware of house rules and conventions, and that house tutors and prefects are consistent and fair in their upholding of house discipline. To develop leadership skills within pupils, not least through the house prefect and house responsibility systems.
- Oversee transport arrangements for international boarders travelling to the School from UK airports, or Eurostar terminals.

Administration:

- To be fully aware of the implications of the National Minimum Standards for Boarding Schools for welfare and pastoral care in the house. To be fully versed in the relevant sections of the Children Act, particularly those aspects relevant to boarding, and to keep in contact with the member of staff with special responsibility for child protection measures, (DSL).
- To be responsible for the expenditure of the house fund and to ensure that proper accounts are kept.
- To ensure that administrative records/ documents are kept efficiently and effectively and that requests for information are responded to as quickly as possible.

	<ul style="list-style-type: none"> • To be familiar with ISI guidance regarding boarding inspection and update procedures in line with latest guidance and national Minimum Standards. • To keep full, accurate and regularly updated records on each pupil, the records to be kept in files in accordance with advice from the Social Services, (secured and in date order). • To write testimonials for pupils whilst at, and after they have left, the School. • To keep the House Handbook updated on an annual basis. • To provide the Registrar with regular updates/ photos for the Boarding newsletter and to promote Boarding at events as required. • To perform any other key tasks which the Head or Senior Leadership Team may reasonably assign. <p>All employees at Beechwood are expected to undertake additional duties as assigned by the Headmaster. Most instructional staff are also tutors and they would be reporting to the Heads of Year for this.</p>
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Person Specification

Alpha Schools Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
Qualifications:	<p>Educated to degree level with QTS</p> <p>UK Driving Licence</p>	<p>First Aid Training Outdoor Qualifications</p> <p>BSA Qualifications</p> <p>Minibus MIDAS training</p>	<p>Production of the Applicant's certificates</p>
Experience:	<p>Have sound and proven experience of teaching and working within a boarding environment, ideally with prep school aged pupils.</p> <p>Prove experience of working in, and leading, teams of people.</p>	<p>Worked with Prep School aged children in other schools or educational settings.</p> <p>Marketing of boarding.</p>	<p>CV</p> <p>Interview</p> <p>Professional references</p>
Skills:	<p>High standard of written and oral communication Have a good knowledge and understanding of social media</p>	<p>Multi Media communications</p>	<p>CV</p> <p>Interview</p> <p>Professional references</p>

	<p>and how to use this to promote boarding.</p> <p>Multimedia computing skills.</p> <p>Excellent organisational and administrative skills.</p>		
<p>Personal competencies and qualities:</p>	<p>High level of emotional intelligence</p> <p>Good sense of humour</p> <p>High personal standards</p> <p>Proactive, solution driven</p> <p>Eye for detail</p> <p>Calm under pressure</p> <p>Able to inspire, motivate and support pupils, parents and colleagues</p> <p>Team player</p> <p>Willingness to see the bigger picture</p>		<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>