



Job Description and Person Specification

<p>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	
Job Title:	Resident Graduate Boarding Assistant (RGBA)
Summary of the role:	<p>The Resident Graduate Boarding Assistant will provide support to the Houseparents and live in staff accommodation on site. They will assist with the day to day running of the boarding houses and do various boarding duties throughout the day, evening and weekends. This role will also include some overnight duties. The RGBA will provide both pastoral and academic support to the boarders in their care and help to create a home from home environment. The Resident Graduate Boarding Assistant will also provide some support in other areas of the school, both in the wider School community and across the teaching faculty.</p>
Line management responsibility for:	n/a
Main duties and responsibilities:	<ul style="list-style-type: none"> • Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact <p>The RGBA will be required to work up to an average of 40 hours each week in the areas outlined below.</p> <ul style="list-style-type: none"> • Boarding: The RGBA will be responsible for some wake-up, lunch, evening and overnight duties during the week. At weekends there will be a significant commitment required including being on duty in one of the boarding houses for a substantial period and helping to run weekend activities for boarders. Boarding duties will total approximately 25 hours per week. As the RGBA, there may be occasions when you have to sleep in the boarding house when on duty overnight. • Teaching: The RGBA is required to assist with cover lessons in school for absent members of staff. These duties will equate to approximately 4 hours per week as and when required. Attendance at the staff briefing and assemblies is compulsory, unless it is a day off. • Wider School Contribution: The RGBA will support in other areas of the school such as whole school initiatives, charity events and the co-curricular programme. These duties equate to approximately 7 hours a week.



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	<ul style="list-style-type: none">• Library Supervision and Campus Patrol: The RGBA is required to assist with the supervision of the library and the campus during one evening a week and at weekends on a rota basis. This equates to approximately 2 hours per week.• Other School duties: The RGBA is required to assist the school Reception with post and pupil tracking once a week. This duty equates to approximately 2 hours per week.• Miscellaneous: any other reasonable requests made by the Deputy Head (Pastoral) or Head of Boarding• Day off: The RGBA will be given one full day off each week.
Line management duties and responsibilities	<ul style="list-style-type: none">• n/a

You may also be required to undertake such other comparable duties as the Deputy Head (Pastoral) or Head of Boarding requires from time to time.



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The School 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
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> Degree or equivalent experience in any subject area (this may be in progress) 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> First Aid Full driving licence 	<ul style="list-style-type: none"> Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> Working with people as part of a team 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> Working in an educational setting, activity or holiday camps or community projects involving children 	<ul style="list-style-type: none"> Contents of the application form Interview Professional references



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<p>Skills</p>	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Team work • Time management • Decision making • Adaptability • IT literate • Organisational • Self-motivational 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Challenges faced by young people 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • National minimum standards in boarding • Safeguarding and child protection • Mental Health and Wellbeing 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references



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<p>Personal qualities and competencies</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • motivation to work with young people • ability to form and maintain appropriate relationships and personal boundaries with children and young people • supportive of the Quaker ethos and principles • emotional resilience in working with a range of behaviours • positive attitude to use of authority and maintaining discipline • Sense of humour 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
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