



Job Description and Person Specification

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.	
Job Title:	Resident Houseparent (in addition to a teaching role)
Summary of the role:	The Resident Houseparent will run and manage a Girls' Boarding House (currently girls Year 7 to Year 11) as part of the wider boarding team and will be line managed by the Head of Boarding. The Houseparent is expected to live on site throughout the term time in the family accommodation provided. The role requires the Houseparent to be on duty both during the week (in particular early mornings and evenings) and at the weekend, as well as on call overnight. The Houseparent will be in charge at all times of the pastoral care and wellbeing of all the boarders in their house. They will liaise with day tutors, Heads of Years and teachers regarding pastoral/academic matters and with all other relevant departments to ensure the effective running of the house. They will act in loco parentis during term time and know the whereabouts of all the boarders in their care, including during the holiday time to ensure compliance with UKVI expectations. They will listen to and act upon student voice for the benefit of all the community. The Houseparent will be required to work an average of around 25 hours each week in the areas outlined below. Hours of work are carried out as per an agreed rota (with the Head of Boarding) in the evenings, early mornings and at the weekend. You may need to work outside of this rota depending on events in the house including responding to emergency situations.
Line management responsibility for:	Resident Deputy Houseparent, House Matron, Boarding Tutor team
Safeguarding requirements:	<ul style="list-style-type: none"> Engage in regulated activity relevant to children Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
Main duties and responsibilities:	<p>The Boarders</p> <ul style="list-style-type: none"> Create a homely atmosphere and positive culture in the house where boarders feel supported and can thrive



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- Provide support to the boarders in their house to further their personal, moral, physical and academic development in order for them to achieve their best whilst studying at Sidcot
- Maintain a positive house culture and be a positive role model to students and other staff on the boarding team
- To listen to and act upon student voice for the benefit of the House community
- Be in charge of the supervision of the boarding house and available to the boarders as and when required
- Be visible and present in the boarding house when on duty
- Monitor and report the general progress of boarding students including writing termly reports, and provide relevant support for pupils with issues arising from their reports
- Liaise with relevant departments (academic, health, student support, tutors, housekeeping, maintenance) to ensure all needs are met and policies adhered to
- To respond to emergencies and provide appropriate support to the community

The Parents

- Liaise with parents and guardians and keep them up to date of all matters relevant to their child
- To be available to parents on the telephone or during visits and promptly respond to emails
- To write House reports and to keep parents informed of their child's progress
- To communicate with parents of new boarders prior to their arrival at school
- To invite parents to House events
- To contribute to the weekly Newsletter for parents



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The Staff

- To be an integral part of the boarding team, supporting the Head of Boarding and working alongside other Houseparents in their roles
- Liaise and communicate with the Head of Boarding on all matters of boarding student life including attendance at weekly Boarding meetings and start of term Boarding meetings
- To manage the House boarding team, setting clear expectations to them of their roles including annual PDR
- To support the Resident Deputy Houseparent in their role
- To communicate with the Admissions department
- To communicate with teaching staff as required to support academic performance
- To work alongside the Health Centre and Rose Cottage to meet medical and social, emotional needs of the boarders
- To communicate with the maintenance department and housekeeping as required

General

- Be in charge of house administration, including travel arrangements, visa requirements, pocket money and overseeing the duty rotas
- Be in charge of a house budget
- Ensure that the boarding house and practice meet and exceed the National Minimum Standards in boarding, including preparation for ISI inspection
- To participate in Open Days
- To finalise duty rotas for the House staff



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	<ul style="list-style-type: none"> • To write and update a House handbook or brochure • To be 'House on Duty', organising the weekend timetable for the teaching staff and working with the SMT duty member of staff as per the weekend duty rota • Miscellaneous: any other reasonable requests made by the Senior Leadership Team or Head of Boarding • Day off: The Houseparent will be given one full day off each week.
<p>Line management duties and responsibilities</p>	<ul style="list-style-type: none"> • To manage the Boarding House team • Annual PDR reviews • Update Job descriptions • To ensure adequate cover is in place when required in the Boarding House

You may also be required to undertake such other comparable duties as the Head or your line manager requires from time to time. For the avoidance of doubt, the duties and responsibilities contained within this job description may change from time to time according to the requirements of the role and it is not intended to have contractual effect.



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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"> • A degree • A teaching qualification • Evidence of recent continuing professional development • Full driving licence 	<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"> • Boarding qualification • First Aid • Further professional qualifications as relevant to the appointment • Minibus driving license 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
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>	<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>	<p>Contents of the application form</p> <p>Interview</p>



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	<ul style="list-style-type: none"> • Pastoral Leadership role • Working as part of a team • Working in a School 	<ul style="list-style-type: none"> • Working in a boarding house in an educational setting • Held a resident boarding post • Managed a team 	<p>Professional references</p> <ul style="list-style-type: none"> •
<p>Skills, abilities and competencies</p>	<p><i>The skills, abilities and competencies required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Leadership skills • Team player • Stamina and genuine willingness to work optimistically throughout the term • Excellent time management • Decision making ability • Ability to have challenging conversations • Sound judgement • Excellent communication skills (inc. written communication) • Adaptable 	<p><i>The skills, abilities and competencies 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



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	<ul style="list-style-type: none"> • IT literate • Organised • Self-motivated • Motivation to work with young people in a residential environment • Enjoy thriving on a challenge • Ability to think on your feet 		
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Safeguarding and child protection • Sound understanding of different cultures • 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"> • Working knowledge of the National minimum Standards in Boarding • The challenges faced by EAL students 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references



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<p>Attitude and Behaviours</p>	<p><i>The attitude and behaviours 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 children and young people • Professional and ability to form and maintain appropriate relationships with all stakeholders • Supportive of the Quaker ethos and principles • Flexible with your time • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline 	<p><i>The attitude and behaviours that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • A good sense of humour • Positive outlook 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
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