



<b>Job Title:</b>	<b>Boarding House Parent</b>
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<b>Reporting to:</b>	Director of Boarding
<b>Key Purpose of the Job</b>	To run the Boarding House in an orderly, effective and legally compliant manner in order to safeguard the pupils; provide outstanding pastoral care; promote well-being; instil discipline; and give access to educational opportunities
<b>Written by:</b>	Francoise Armstrong
<b>Date:</b>	11 Nov 2022

<b>Key Accountabilities</b> (Statements of 'deliverables' required.)	
<ol style="list-style-type: none"> <li>1. <b>Safeguarding</b> to provide boarding staff 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 boarding behaviour policy). To ensure all staff have followed the required training.</li>   <li>2. <b>Regulatory compliance</b> <ul style="list-style-type: none"> <li>-To be aware of the implications of the <i>National Minimum Standards for Boarding Schools</i>.</li> <li>-To be the person responsible for Fire Safety and Health and Safety in the house.</li> <li>-To be compliant with the UKVI requirements.</li> <li>-To be compliant with the boarding health policies.</li> </ul> </li>   <li>3. <b>Managing the Team of Boarding Staff</b> <ul style="list-style-type: none"> <li>-To be familiar with, and work in accordance with, the Boarding Management Handbook.</li> <li>-To manage the House staff team so that they carry out their duties safely, cheerfully and efficiently, using the House drive as the main source of communication and record keeping.</li> <li>-To run a supportive and efficient induction of new staff members.</li> <li>-To organise the House staff rota and put in place contingency plans when necessary.</li> <li>-To manage staff overtime in consultation with the Director of Boarding.</li> <li>-To run weekly staff meetings to ensure all feel involved and up to date with the procedures and events in the House.</li> <li>-To ensure that House staff implement the boarding behaviour policy and that all staff in the House carry out their duty and meet the standards of behaviour and routine required.</li> <li>-To conduct House staff appraisal meetings.</li> <li>-To communicate with the Director of Boarding to ensure that boarding staff have access to professional development opportunities.</li> <li>-To support all areas of school life attending school events where possible and encouraging house staff to do the same.</li> </ul> </li>   <li>4. <b>Pastoral care and guidance</b> <ul style="list-style-type: none"> <li>-To ensure 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 life at Claremont.</li> </ul> </li> </ol>	

- In conjunction with other key and specialist staff (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.
- To develop and regularly review care plans on the House drive and share those with the relevant stakeholders.
- To successfully induct and settle students into the workings of the house.
- To ensure that issues of social, emotional or academic well-being are addressed efficiently for boarders.
- To create equal opportunities for boarders and facilitate their integration into their new life at Claremont.
- To develop a consistent culture of fair sanctions and rewards within the house.
- To ensure boarders follow a healthy and nourishing diet.
- To manage the laundry system in the House.
- To liaise effectively with the academic team and house tutors to support students' academic progress.
- To develop study plans on the House drive when required.
- To put in place effective systems for the efficient supervision of boarders.
- To have proactive communication with parents and guardians.
- To deal with students' and parents' complaints.

#### 5. **Boarding activities:**

- To provide a diverse and enriching programme of activities within the house to engage all students to share a common experience and broaden their perspective.
- 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 House Parents.

#### 6. **Infra-structure / budgets**

- To manage the physical, human and financial resources of the house to maximise their use and effectiveness.
- To ensure the facilities are as attractive and as comfortable as possible for the students and the staff.
- To conduct regular checks to ensure the house is safe and in good working order.
- To liaise with the maintenance team when required.
- To ensure the safekeeping of boarders' possessions.
- To manage the house's petty cash and budgets in line with the Director of boarding recommendations.

#### 7. **Strategy**

- With the Director of Boarding, to advise on the appointment of house staff.
- To work with Marketing and Admissions to promote boarding
- To contribute to an annual development plan for the House.
- To monitor and quality assure the service provided.

### 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 DSL
2. **Regulatory compliance:** a successful audit to national standards; positive feedback
3. **Managing the Team of Boarding Staff:** Records of attendance and participation in weekly, minuted meetings with all house staff; annual performance review of Boarding tutors 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; analysis of the Drive by the DoB.
5. **Weekend activities:** All students are engaged in weekend activities across both boarding houses and in-house events are also provided on a regular basis. Students are engaged. Trip arrangements are made at the start of every term and are submitted to Director of boarding and finance staff at that time.
6. **Infra-structure / budgets:** regular audit on the house's facilities and practices by the DoB; House and finances in good repair and well-presented at all times
7. **Strategy:** Contribution to School development plan, minuted strategy meetings with Director of Boarding, House Development plan; Boarding Student Handbook, Boarding Management Handbook in conjunction with Director of Boarding.

### 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 the House Parent will either have completed the BSA Advanced Certificate course or is committed to pursuing it.
2. House Parents 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 is desirable

<b>Key Interfaces:</b>
(Internal and External organisations or people (including job title) with whom you have regular contact)
<ol style="list-style-type: none"> <li>1. House Parent 2</li> <li>2. Tutors</li> <li>3. Health Lead</li> <li>4. Director of Boarding</li> <li>5. DSL</li> <li>6. Maintenance department</li> <li>7. Parents and guardians</li> <li>8. School nurse</li> <li>9. Medical and therapeutic services</li> <li>10. Office staff</li> <li>11. Cleaning and Catering agencies</li> <li>12. Finance Office</li> <li>13. Academic departments &amp; teaching staff</li> <li>14. Headteachers</li> </ol>
<b>Operating Environment and Context of the Role:</b>
(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)
<p>Clyde House comprises 60 boys aged 13-19. The students come from a variety of social, cultural and ethnic backgrounds. It is a sporty house with many boys involved in the school's Football Academy programme. Those senior boys are cared for, supported and nurtured by the two House Parents and associated tutors.</p> <p>Claremont Senior School has approximately 350 students, aged 13-18 years, of whom approximately 100 are multi-national boarders. The younger boarders study at the Prep School. The School employs a School Nurse.</p> <p>The role of Boarding House Parent is a profoundly important one. As well as presenting the opportunity to lead a team of staff, it also presents significant organisational 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 and compounded by</p>



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 Boarding House Parents are expected to role model extremely high standards of personal behaviour. 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. We want them to look back on their boarding experience as a happy and fulfilled time in their lives. The role 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. Our minimum statement is stated below and should appear in all job profiles along with any further specific requirements for the role)

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 keeping up to date with national developments in the area. Ideally House Parents will have the L3 Safeguarding certificate.

<b>Job Holder:</b>	<b>Name:</b>		<b>Date:</b>	
	<b>Job Title:</b>			
<b>Approved by SLT:</b>	<b>Name:</b>		<b>Date:</b>	
	<b>Job Title:</b>			

