St. Michael’s School, Harts Lane, Burghclere, RG20 9JW

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**Job Description – Assistant Housemaster & Member of Pastoral Team Boys**

**Reports to: Housemaster**

**Also accountable to: Headmaster**

**Usual or main location(s): St. Michael's School, Burghclere**

**Subject to Enhanced DBS Check**

# Job Purpose:

To monitor and educate students according to guidelines provided by the Teaching of the Catholic Church and the regulatory framework relating to Independent Schools in England. To actively support moral leadership of students in the exercise of teaching or pastoral duties, in accordance with School policies and procedures and the practices and customs of the Priestly Society of St. Pius X.

# Key outcomes:

1. Provide pastoral support to Boarders so that they experience an environment that is caring, safe and authentically Catholic
2. Provide routines and structure for all parts of the day where pupils are not engaged in timetabled activity, and communicate these with pupils and relevant staff
3. Liaise effectively with form tutors, subject teachers, heads of department and SLT to deal effectively and quickly with all issues affecting a pupil’s behaviour, especially relating to instances of bullying or safeguarding
4. Monitor boys’ overall school experience and liaise with heads of departments and SLT to support academic achievement and well behaved pupils
5. Employ effective communication with all staff and the parent body, contributing to the development of boys’ school plans and to help improve the reputation of the School.

Staff at St. Michael’s are required to work in accordance with the School’s [Staff Handbook](https://docs.google.com/document/d/1ipHO2XJHT3EVcOweMCNFEwe72QxGn5HgkAb5SGhWK3s/edit), [Curriculum Policy](https://docs.google.com/document/d/1ruFJYjnBUtu2JWffs7lwHxoCcgTW049AokD16MVqAF8/edit?usp=sharing) and [Behaviour Policy](https://drive.google.com/open?id=1LuE6Xyh81N32bWXSR0RZzIs4wyW4GWUs8CBtT234wD4). The measures below are not designed to be an exhaustive list but an indication of day to day tasks that will help meet the outcomes above.

Boarding Supervisors support the school in meeting its responsibilities of Duty of Care.

Boarding Supervisors are expected to support and uphold the aims and policies of St Michael’s School through example, attitude and a genuine interest in its activities.

Boarding Supervisors report to the Housemaster. Boarding Supervisors work as part of a team led by the Housemaster and act as a caregiver in their House.

# Safeguarding

1. Cooperate fully with SLT to secure a safeguarding culture and to ensure that every child is effectively safeguarded and that their welfare is promoted at all times
2. Undertake all required safeguarding training, as directed by the School
3. Register and monitor the attendance of students under one’s care, according to school practice.

# Job Description in Detail

Boarding Supervisors contribute to the life of the Boarding School and are expected to be strong role models with whom the boys can relate in a positive way. The encouragement of a positive and caring attitude is reflected through:

1. respect, courtesy and consideration for others
2. appropriate student behaviour in the House
3. tidiness and pride in surroundings

Boarding Supervisors should:

1. have effective communication, listening and organisation skills;
2. have a good understanding and tolerance of teenagers;
3. be presentable and have an approachable manner;
4. be a representative of the school to parents and the community;
5. maintain confidentiality in all matters relating to the school
6. be in good health and stamina and have demonstrated the ability to stand stress;
7. be able to work as a member of a team;
8. support the Senior Leadership Team at all times, and
9. adhere to school guidelines and policies for the appropriate management of student care, behaviour and property, at all times.

Boarding Supervisors are available to the boys at all times and hence, are residents in the House or present in the school refectory, when on duty.

Boarding Supervisors are not assigned to working with particular year levels. Boarding Supervisors are required:

1. to be responsible for and to assist the day to day running of the Boarding House according to the school’s schedule;
2. to consult with, to keep informed and to apply the directions of the Housemaster or Headmaster
3. to be available to the boys at all times, taking care of their general well being, helping to develop and maintain a good standard of discipline;
4. to foster a safe physical and emotional environment for the boys in their care;
5. to foster trust, respect and caring attitudes to enable boys to become independent and responsible thus helping them to cope with school life and their future;
6. to liaise with parents, staff and boys and to be accountable for the boys at all times;
7. to maintain accurate records (administration of medicines, incident book, discipline records).

Boarding Supervisors are required to be available for boarding house meetings each half term and at the school’s request.

| **Key Tasks** | **Expected Outcomes** |
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| 1. **Students Needs and Management** | |
| Develop a positive, supportive House culture. | *A feeling of homeliness, friendship and a sense of belonging in the House are established and maintained. Boys and Boarding Supervisors demonstrate respect, courtesy and consideration for others.* |
| Read, understand and follow all school policies, especially those related to staff conduct, pupil behaviour, curriculum and assessment management and safeguarding, and successfully undertake all mandatory training required by the school | *Understand what the school expects from the pupils, and ensure consistency in behaviour management .* |
| Be available to the boys if they wish to talk. | *Boys must feel that they have someone who will listen to them. Confidentiality is maintained unless a boy's safety is at risk whereupon the DSL must be informed immediately.* |
| Students are supported. | *Boys are aware of pastoral support available to them. Recognition of the varying needs of boys at different stages of adolescence is evident.* |
| Adequate discipline is kept within the  house, manners are encouraged and respect within the house engendered. | *Discipline is fair and consistent and boys*  *respect all others around them and their*  *surroundings.* |
| Support the school’s systems for managing student behaviour. | *Discipline is fair, consistent and*  *transparent.* |
| Boys are checked leaving from and returning to the property on town and weekend leave, country walks and bike rides. | *Policies and procedures followed. Boys’*  *whereabouts are known and destinations.*  *Correct clothing/uniform are worn at all*  *times.* |
| Regular uniform checks are carried out.  Repairs are supervised if necessary. | *Boys wear correct uniform, which is in*  *good condition, clean and tidy.* |
| Rooms and cubicles are regularly checked before boys go to school. | *All rooms, cubicles and dormitories are tidy, waste bins emptied, lights off during the school day.* |
| Messages are taken for boys. | *All messages are received by boys.* |
| Prep supervision. | *Active supervision is carried out.*  *Whereabouts of boys is known.* |
| House meetings are attended. | *Boys are well informed of what is*  *happening and what is expected of them. Particular cases or incidents are discussed.*  *A sense of community is engendered.* |
| Dormitory Supervision | Dorm rules are followed. Behaviour properly managed. Boys learn to live in an ordered environment and with other boys. Sense of family. Respect for others. |
| Servery, dinner, and laundry collection are supervised as required. | *These duties are carried out by fair*  *Delegation and in good spirit. Good behaviour and quality of work maintained.* |
| Be involved with weekend activities and  supervise boys as required. | *Boys are kept active and activities are well*  *supervised during the weekends.* |
| Be aware of day boys, that they feel welcome and abide by House rules when at school. | *The Housemaster is well informed*  *about student welfare, health and safety.* |
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| Reports on boys are written when  appropriate. | *Parents receive an informative report on their child; each report includes a positive comment and a suggestion for improvement.* |
| Liaise with parents concerning the welfare of their child but only after discussion with the Housemaster.  Liaise with the Housemaster and Form Teachers, and assist with problems arising such as moods, tiredness, overload of study, lack of organisation and upsets which may affect their classroom / house behaviour. | *Each boarder is fully supported and any potential concerns are shared immediately for prompt action and remedy.*  *A sense of family and home. The child does not feel alone but accompanied and supported at boarding school.* |
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| **2. House Management** | |
| All rooms and cubicles are ready prior to the day the boys return from holiday. | *Beds are ready, rooms and dorms aired, windows checked for mould, cleanliness check of rooms completed. (see risk assessment)* |
| Ensure the House environment and  property is respected and monitored. | *There is proactive identification of maintenance and cleaning needs. Deliberate damage is reported.* |
| Monitor emergency plans. | *Plans are displayed in house and lodged*  *with the Housemaster before term begins.* |
| Laundry is ready for weekly despatch. | Boys have sufficient laundry to be neat, clean and tidy. |
| House is clean and secure during the holidays.  Complete beginning and end of term dorm and room inspections. | *Dormitory and other living areas are maintained in good condition, repairs are made, areas are clean, secure and safe.* |
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| Ensure that all appointments, accidents and disciplinary matters are recorded. | *Accurate records are maintained.* |
| **3. Professional Development** | |
| Professional development opportunities. | *Duty of Care, First Aid, Educare Courses, Child Protection Awareness* |
| Participate in termly appraisal process. | *Appraisals are commenced within three*  *months of beginning employment and*  *completed in a reasonable time thereafter (within 12 months).* |
| Assist the Housemaster with  development of policies for the approval of the STL | *Appropriate policies are in place to ensure optimum management and operation of the House.* |
| **4. General** | |
| Be supportive of and seek to enhance the traditions and Special Character of  St Michael’s School.  When possible attend assemblies and  Chapel Services. | *Education by example. Staff should be seen to uphold and practise the school’s Catholic ethos.* |

# Boarding Supervisor Daily Routine

Note - The below details

## Monday to Friday (as per schedule)

* 7.15 - 8:20: Wake boys, supervise breakfast attendance and behaviour in the dining hall, check cubicles and dorms for tidiness, cleanliness. Ensure all areas of the House are tidy at all times. Check uniforms and ensure boys are prepared for school.
* 8.40 Secure the dorm. Complete additional duties as requested by the Housemaster.
* 14.45 – 15.00
  + In attendance for the end of lessons. Unlock the dormitories. Be available for the boys. Be responsible for knowing boys’ movements in the afternoon.
  + Liaise with the Housemaster as to when and where boys are to be at co-curricular activities.
  + Be available for telephone calls from parents and liaise with boys when necessary.
  + 3:30 pm: Accompany boys at tea, then despatch to activities
* 16:00 - 18:00: Supervise recreation, circulating between dorms, common rooms and grounds. Accompany boys to chapel for rosary.
* 18.30: Supper with boys and other resident staff (communal meal). Supervision of dining hall duties (tables, washing up)
* 19:30: Prep supervision as per roster. Boys must maintain their silence.
* 21:00: Supervise night prayers and accompany to dorms. Check all boys have returned to dorm at appropriate times after prep. Check the boys are in bed with lights out at appropriate times.
  + Occasionally do random checks at night to ensure all are still in bed.
  + Complete administrative tasks.
* If necessary, prepare reports for the Housemaster.
* Retire to bed after Boarding House is settled and has been checked.

## Weekends

Achieve a balance with all responsibilities; the Housemaster will outline the specific schedule depending on staff and student needs.

Complete additional duties as requested by the Housemaster.

# Person Specification:

* Up to date knowledge and understanding of good practice relating to child safeguarding
* Effective oral and written communication skills
* Ability to plan effectively
* Effective organisational skills
* Able classroom and playground supervisor
* Ability to work effectively as part of a team
* Commitment to upholding the Catholic ethos of St. Michael’s School