



# Houseparents of Eddystone House

**Closing date – Thursday 17<sup>th</sup> January 2019 @ midday**

**Interviews will be held week commencing 21<sup>st</sup> January 2019**

Monkton is seeking to appoint for September 2019 committed and dedicated Houseparents for Eddystone House. Monkton has a strong Christian ethos and this is reflected in the school's approach to its pastoral care.

Eddystone house is situated on Shaft Road, between the main school academic site and two other boarding houses. There are currently around 80 boys in the house with just over 40 boarders nearly all of whom are full time boarders. The house is split between two adjacent buildings, both handsome Bath stone properties with resident Houseparents or Assistant Houseparents in each.

**Please note** Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service

To apply for the position of Houseparents, candidates should complete the school application form in full and along with a letter of application send it to the HR Manager via [recruitment@monkton.org.uk](mailto:recruitment@monkton.org.uk).

All enquiries should in the first instance be directed to the HR Manager on 01225 721149.





## Overview

Monkton Combe School, just a mile from the World Heritage City of Bath, is an independent co-educational boarding and day school for pupils aged 2-18. We pride ourselves on our lively Christian ethos, excellent exam results and our strong pastoral care. At Monkton, we are setting standards for life; giving young people the qualities of character they need.

There are six Houses at Monkton Senior School all of which are combined boarding and day houses, presided over by Houseparents. These Houseparents are line managed by the Deputy Head Pastoral (DHP) and ultimately responsible to the Principal for the welfare of their charges for who they are considered to be "in loco parentis". As such, their concerns are the practical dimensions of day to day living, accommodation, health - physical, moral and spiritual - and the general oversight in terms of pastoral care.

The school provides an extremely positive environment for students to grow, develop, explore, fail and rebuild and the school strives for all members of the school community to experience the same positive working environment.

Houseparents are always accessible to pupils, colleagues, subject teachers, Tutors and House team members for consultation and advice and should provide a supportive role in the implementation of conditions for good learning and moral living in the House and School community. House Prayers are held by Houseparents on Friday mornings instead of Chapel.

**Our Vision:** Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

**Our Mission:** Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

**Our Values:** Confidence, Integrity, Humility, Service.



## **Houseparents – Eddystone House**

### **Job Description**

**Post:** Houseparents – Eddystone House

**Relationships:** The post holder is responsible to the Deputy Head Pastoral, and ultimately the Principal.

#### **Key tasks and Responsibilities:**

1. To ensure that the individual circumstances, needs, strengths and weaknesses of each pupil are identified and known by staff as needed, so that individual opportunities, talents and potential are developed and maximised.
2. To ensure that boarding staff, parents/guardians 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 cultivate a strong House ethos encompassing “belonging”, relationships and achievement.
3. To provide the staff members of the House team with a clear statement of their roles and responsibilities, and to provide for a periodic review of their performance.
4. To develop and manage the House Staff and House Prefect teams, so that they can play their part in carrying out effectively the tasks that follow, according to their particular roles and responsibilities.
5. To be aware of the implications of the National Minimum Standards for Boarding Schools for welfare and pastoral care in the House and to support the DHP in ensuring that they are met or exceeded.
6. 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 (including meal times, weekends, and, through delegation, on expeditions and outings); to ensure that adequate arrangements for ‘back up’ cover are made.
7. To liaise with the School Nurses and School Doctor to ensure that pupils’ medical requirements are properly catered for; to encourage pupils to adopt a healthy lifestyle.
8. To liaise with the clothes matron(s) to ensure that pupils’ clothes and personal belongings are used appropriately and stored securely and tidily; to ensure that pupils treat the belongings of others, and the fabric and furnishings of the House, with respect.
9. To be responsible for the House budget, using it for the benefit of the pupils and house and to ensure that proper accounts are kept, for use by the Bursar.
10. 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.
11. 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 in evening prep are conducive to effective academic progress.
12. To use every opportunity to cultivate contact and communicate with parents/guardians, to ensure that they are fully informed about their child’s progress and welfare; to ensure that family incidents and problems are brought to the attention of those who need to know.



13. To keep thorough records of pupils' progress, welfare, health, emotional problems, achievements and misconduct, alongside records kept in the Medical Centre, the DSL, DHP and Principal's office, and by Tutors; to provide such reports and references as may reasonably be required.
14. To counsel pupils, at a time and place which is conducive to good communication, concerning any emotional, academic, social or behavioural problems they may have; to liaise with the Houseparents of the pupils' siblings, if appropriate; to liaise with the Assistant Head Welfare if any referral to outside agencies is required; to fulfil the requirements of the school's policy on child protection.
15. To support the School's disciplinary policy 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 DHP of any significant breaches of School Rules, as set out in the Staff Handbook.
16. To ensure that all members of the House Staff and House Prefects are familiar with the School's policies and procedures for child protection, anti-bullying, substance misuse and health and safety, and are aware of the appropriate response needed in these areas.
17. To provide for the Deputy Head Pastoral a House 'annual report', including management and the setting of appropriate targets for the coming year.
18. To take part in the Continuous Feedback Cycle personal appraisal system run by the school.
19. To implement school systems of Registration and Leave-out, so that the whereabouts of pupils is recorded both during the week and at weekends as appropriate.
20. To assist in the accurate recording of information for the UK Border Agency, including the monitoring of visas, ensuring visas are renewed within date, and the precise recording of all addresses other than the school's at which overseas students may stay.
21. To be involved in marketing the School, by meeting with prospective parents, answering questions, offering reassurance, and so on. Where appropriate, Houseparents may be able to contact the Heads of feeder schools, and provide help in, for example, refereeing games, giving sermons and talks, and writing to them about pupils in the House.
22. To be responsible for the development of an attitude of care for the physical facilities of the house among the pupils; to refer maintenance requests to the Maintenance Department in order to keep the house environment in a good condition; to be responsible for the annual risk assessment of the building; to audit the state of the building at regular intervals so that damage may be charged to the appropriate pupil, or to those groups who have used the house during the holiday; to liaise at least weekly with the designated member of the Domestic Services Management Team; and to take reasonable steps to ensure that willful damage or vandalism are kept to a minimum, in particular an audit of each room should be carried out at the end of each term/year before the pupils leave for holidays.

In summary, houseparents are in overall charge of the personal welfare of every pupil in their House. As such, they are responsible for ensuring every child develops and achieves their potential at Monkton.

**Note:** The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.





## Houseparents – Eddystone House Person Specification

		Essential	Desirable
<b>Qualifications</b>	Educated to degree level or equivalent	√	
	Honours degree or an appropriate related discipline from a recognised University	√	
	Leadership or management training (either an accredited course or INSET)		√
	UK Driving Licence		√
<b>Experience</b>	Substantial experience of pastoral work in a similar setting	√	
	Ability to teach one of the academic subjects offered at Monkton	√	
	Successful experience of managing an effective classroom environment to support pupil learning and positive behaviour	√	
	Ability to teach second subject to assist with timetable flexibility		√
	Experience of working as Houseparents or in a Residential pastoral role in a similar setting		√
	Previous experience of teaching		√
	Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs		√
<b>Knowledge And Understanding</b>	Equal Opportunities, Health and Safety, and Child Protection	√	
	Awareness of safeguarding and pastoral issues, including those relevant to boarding, and coeducation	√	
	Appreciation of the ethos of a Christian boarding school	√	
	Evidence of the ability to promote a positive ethos and pride in the School together with high standards of education, care and behaviour	√	
	Good understanding of the ISI inspection framework and National Minimum Standards for Boarding		√
	Evidence of the ability to work co-operatively with multi-disciplinary professionals, governors and other agencies		√



<b>Skills</b>	Proven ability to use ICT in the organisation and management of their role	√	
	Ability to contribute significantly to the school's co-curricular program	√	
	Excellent oral and written communication skills	√	
	Ability to teach across the age and ability range for the School	√	
<b>Personal Attributes</b>	Ability to exemplify the highest professional standards at all times, to prioritise and be well organised	√	
	Ability to listen actively and communicate ideas and information in a clear, concise and open manner to a variety of audiences	√	
	Commitment to personal development, innovation and change	√	
	Ability to cooperate proactively, and to inspire, motivate and support pupils, staff, parents/carers and colleagues	√	
	Ability to provide creative and practical solutions to meet pupils' and the School's needs	√	
	Ability to learn from experience and take advice from both peers and the individual line manager	√	
	The ability to remain calm and reflective when working in a challenging environment	√	
	Resilience, commitment and Confidence	√	
	Sense of humour		√
	Evidence of the ability to consult and seek advice and professional support as necessary		√
Ability to be flexible and adaptable		√	



## Houseparents – Eddystone House

### Terms and Conditions

The salary offered is in accordance with the Monkton Combe Teaching Staff Salary Scale. The Houseparent allowance is non-pensionable under TPS guidelines. The nature of this post means that the occupation of School accommodation is necessary for the better performance of the post holders' duties, and this is free of rent subject to the terms of a service occupancy agreement.

Short-listed candidates will be given a copy of the School's Payroll and Personnel Policies at interview which should answer many questions which applicants may have. In addition, all appointments are conditional on full and truthful answers in all sections of the application form. **Omissions and false entries on the application form may lead to the withdrawal of an offer or termination of employment.**

### Interviews

The selection process will be held following the closing date of the 17th January 2019 at midday, short listed candidates will be contacted promptly following this date. The interview process will include but is not limited to, interviews, with Chris Wheeler (Principal), Rob Youtlen (Deputy Head Pastoral), Ros Garrod (Assistant Head Welfare). There will also be a session with a group of boys and a role play exercise. In addition, candidates will have a tour of the Senior School with pupils and teach a lesson.

### References

References will normally be taken up before interviews are held, and any candidates who would prefer this not to take place should contact the HR Manager. In this case, an appointment may be made subject to satisfactory references.

Open references will not be accepted and applicants should be aware that the School telephones referees to verify letters received.

One reference must be from an applicant's most recent employer, and another from their most recent school employer, where these are not one and the same.

### Qualifications

Schools are required to verify all qualifications which applicants have. To this effect, interviewees are requested to bring original exam and other certificates to interview. These will be copied and returned to interviewees during their visit. In addition, photographic ID should be brought to interview for the same purpose.



## **Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS**

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

### **Specific Objectives**

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection and all other policies can be found [here](#):  
If you are unable to access the internet, please request a hard copy from the HR Manager.





## **Equal Opportunities Policy, including EYFS**

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

### **The Equal Opportunities Policy Statement**

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.
3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.



5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

#### **Policy Statement on Harassment at Work**

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.



4. Examples of unacceptable conduct include:-
  - verbal abuse, or insulting behaviour
  - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
  - the display or circulation of sexually suggestive or racially abusive material
  - bullying, coercive, intimidating or threatening behaviour
  - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
  - persistent teasing or constant unfounded criticism of the performance of work tasks
  - unsolicited or unwelcome sexual advances, including touching, staring or commenting
  - comments of a sexual nature about a person's appearance or dress
  - bribery or attempted bribery.
  
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
  
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

### **Statement to Prospective Parents**

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also Special Educational Needs policy for policy relating to pupils.