**JOB DESCRIPTION – GRADUATE RESIDENT HOUSEPARENT**

**JOB OVERVIEW**

The Graduate Resident Houseparent's primary responsibility is support the Head of Boarding with the day-to-day operations of the Boarding House, and to deputise in their absence, so as to ensure the safety and well-being of all boarding and immersion pupils. This role is integral to the boarding community, overseeing the overall welfare, safety, and development of the pupils in the boarding house. The Graduate Resident Houseparent will support the Head of Boarding with daily routines, offers emotional and pastoral support, and cultivates a nurturing and positive living environment. This post holder will encourage and aid pupils in their learning and personal development, fostering an inclusive and supportive atmosphere. The Resident Houseparent helps to organise and provide co-curricular activities, weekend trips, and experiences, playing a vital role in the pupils' day-to-day lives.

Additionally, the Resident Houseparent will contribute in a meaningful way to another part of school life which will very much be tailored around the successful candidates qualifications, experience and areas of interest. This will be discussed at the interview stage of the recruitment process, and the job description will then adjusted accordingly.

**Reports to:** Head of Boarding

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|  | **Pastoral Care and Pupil Welfare** |
| * To establish excellent, professional pupil relationships based on trust and respect, being aware of the individual and their circumstances, needs, strengths and weaknesses of each pupil thereby allowing the individual the opportunities to develop their talents and skills to their optimal point. * To be aware of and apply the School’s rules with regard to the National Minimum Boarding Standards (NMBS) for Boarding Schools, assisting the Head of Boarding in the annual audit of the policies and boarding handbook and their implementation. * To be fully aware of the School’s policies and procedures, and the behaviours expected. * To fully support the School’s disciplinary policy and to implement a clearly understood fair system of sanctions within Boarding in line with the School’s code of conduct. To inform the School’s designated safeguarding lead of any concerns regarding child protection or of safeguarding or anything that requires further action from the Headteacher or Head of School. * To listen to pupils, providing them the opportunity to meet regularly to discuss any concerns. * To develop within the pupils a collective sense of responsibility and sensitivity of the needs of others, encouraging support and help for each other as appropriate. * To ensure the physical and emotional safety and security of all pupils in Boarding at all times they are within the School’s care. * To keep relevant and suitable records of pupils’ welfare, emotional problems, achievements and misconduct especially pertaining to trips and visits, permission to stay with friends and guardians always in line with data protection requirements. * To develop excellent links with Form tutors, the Headteacher and other relevant School staff to ensure necessary information is communicated safely and confidentially. * To liaise with parents and guardians, building effective professional relationships of trust. * To arrange, transport and support pupils requiring health appointments at the doctors, dentists, opticians or hospital as required. |
| **Boarding Operations** |
| * Support the Head of Boarding with routines such as: * wake-up, meal supervision, evening preparation, and bedtime as part of the boarding duty rota, including overnight supervision; * Ensure boarders have access to necessary toiletries, equipment, and uniform; * Support the regular washing of pupils’ clothes and follow up on any missing items; * Care for unwell boarders during duty shifts, providing meals, hydration, rest, and communication with relevant staff and parents and; * Maintain accurate pastoral and medical records using ISAMS and Reach. * To assist the Head of Boarding in the development of the boarding strategy and to promote boarding. This may include attending Open Days and Boarding Fairs and by being available to prospective parents wishing to view the boarding provision (when on duty) * To develop a full and varied programme of co-curricular activities and trips for boarders during the evenings and weekends. * To ensure pupils are able to take part in local activities by transporting them if required. * To attend internal and external School meetings and functions as are appropriate to the role. * To perform any other key tasks which the Head of Boarding may reasonably request |
| **Immersion Programme Support** |
| * supporting Rookwood’s immersion groups, which visit the school throughout the year, including during some school holiday periods. * Assist with the integration of immersion pupils into boarding and school life, and supporting their participation in academic, cultural, and co-curricular activities. * Ensure that immersion pupils feel safe, included, and engaged during their stay, providing pastoral care and supervision as required. |
| **Contribution to School Life** |
| * The Graduate Resident Houseparent is expected to play an active role in the wider life of the School, supporting its ethos, values, and community spirit. * In addition to boarding responsibilities, the post holder will contribute to school life through co-curricular involvement, such as assisting with clubs, societies, sports, drama, music, or other enrichment opportunities, depending on their skills and interests. * The Graduate Resident Houseparent will be encouraged to support the academic and pastoral life of the School, for example through tutoring, mentoring, or classroom assistance, where appropriate. * The post holder will act as a positive role model for pupils both within and beyond the boarding house, demonstrating commitment, enthusiasm, and engagement in all aspects of school life. * Active participation in whole-school events, assemblies, trips, and celebrations is expected, helping to foster a strong sense of community and belonging. |
| **Other** |
| * Undertake such professional duties, which may be reasonably requested by either the Headteacher or the School’s owners (ILG) in accordance with the professional expectations of a leadership and management role at the school |

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| Person Specification | | |
|  | Essential | Desirable |
| Qualifications and Professional Development | * Undergraduate degree in a relevant subject * Evidence of continuous professional development and interest in working with young people * A full, clean driving license and the willingness to drive a minibus | * Current first aid qualification (or willingness to gain certificate on taking up appointment) |
| Experience | * Experience of working with young people in a relevant context | * Experience of the independent school sector * Experience of pastoral care of children in an educational environment * Experience of working with children in a residential setting |
| Skills and Attributes | * Ability to communicate effectively with staff, parents and pupils * Ability to engage with and impress prospective parents * Ability to manage children in groups and enforce rules and routines * A passion for the broader education of children * Strong time management and organisation skills * Excellent interpersonal skills, with the ability to develop effective working relationships with others * Ability to use own initiative and ability to work as part of a team Demonstrative integrity * Excellent communication, IT, organisational and management skills * Ability to seek areas for improvement and to implement change * Ability to relate effectively to a diverse range of pupils | * Ability to make a significant contribution to the School’s extension co-curricular programme |
| Personal Qualities | Be an effective team player that works collaboratively and effectively with others  Excellent interpersonal skills, communicating (verbally and in-writing) effectively to a wide-range of audiences  Support, motivate and inspire pupils by leading through example  Suitability to work with children  Confidence, warmth, sensitivity, reliability and enthusiasm  An acknowledgement that flexibility to work during designated school holiday periods will be required to support immersion groups | |
| Equal Opportunities and Commitment | Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. Demonstrate a commitment to:  safeguarding and child protection equalities  promoting the school’s vision, values and ethos  high quality, stimulating learning environment  relating positively to and showing respect for all members of the school and wider community | |
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|  | This Job Description and areas of responsibility may be developed to reflect the strengths of the post holder, their areas for development and aspirations. Whilst every effort has been made to explain the main duties and responsibilities of the role, each individual task may not be identified. The post holder may be asked to undertake other duties from time to time as required and commensurate with the position as deemed necessary.  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. The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school’s Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead.    The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs to be undertaken should also be undertaken whether or not included in the above.    This non-contractual job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process), and it may be subject to modification or amendment at any time after consultation with the holder of the post. | |

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| I have read and understood the responsibilities for the position of Graduate Resident Houseparent, I am aware that the Job Description is subject to change accordance with the needs of the business. | | | |
| Name: |  | | |
| Signed: |  | Date: |  |

Inspired Learning Group committed to safeguarding and promoting the welfare of children & young people and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening, as all new staff will be subject to enhanced DBS clearance, identity checks, qualification checks and employment checks to include an exploration of any gaps within employment, two satisfactory references and registration with the Disclosure and Barring Service (DBS).