# Job Information

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| **Job Title:** | Housemaster |
| **Department:** | Upper School |
| **Line Manager’s Job Title:** | US Senior Housemaster |

1. **II. Job Specification**

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| **Job purpose:**To develop a cohesive, purposeful and proud ‘House’ which consists of pupils and tutors. To continue to build on House identity and spirit in all aspects of day to day running of a pastoral House as well as in House events. To assist the Senior Housemaster in maintaining a coherent and collaborative group of House tutors. To support the Senior Hm and Head of Upper School in evaluating, coordinating and developing the pastoral care and academic monitoring of pupils within the House along with the Heads of Department, pupil counsellor, staff, governors and parents.  |
| **Team** **Responsibilities:**All Housemasters are expected to work collegiately in order to share good practice, ideas and resources. They will meet regularly as a team, and as individuals, with the Senior Housemaster and Deputy housemasters from the LS. |
| **Key Tasks and responsibilities** |
| **Key areas of accountabilities** | **Main duties & responsibilities to support achieving accountabilities** |
| 1. | * Coordinate and appraise all House tutors to ensure high standards of pastoral care is afforded to each pupil within the House and to support the Haileybury way of close personal tutoring.
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| 2. | * Use the House based tracking system within the House and to work closely with your team of tutors to implement timely interventions for individual pupils which incorporates pastoral considerations so that it can be used by the Heads of Department and teachers to raise standards of academic achievement of pupils within the House.
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| 3. | * Monitor communication between departments, parents, tutors and pupils to ensure effective and efficient pastoral care and assist in any parental consultation with teachers and tutors as required to ensure the needs of each individual pupil within the House is met and the delivery of pastoral care is consistently of high standard.
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| 4. | * In coordination with the specialist staff and other Hms contribute to the development of the pupil Personal Development (PD) in order to deliver a coherent and relevant PD programme to all members of the House which will help in equipping the pupils with the skills necessary to contribute as leaders of the future.
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| 5. | * Liaise with Prep Senior Hm and Deputy Hms to ensure consistency of pastoral care through the House system across the phases and to embed a secure transition process for all pupils moving from the Lower School phase to the US phase, which includes an open communication of this transition process with parents.
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| 6. | * To work closely with the Senior Prefects and School Council members to monitor and encourage positive development of leadership skills and to ensure that school events are well supported by members of the Sixth Form.
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| 7. | * Assist the House tutors in supporting the process of pupil Option Choices, University advice and Leadership and Service Activities choices in coordination with the Director of Studies and the Service and Leadership Awards to ensure all pupils within the House are making wise choices that support the Haileybury values and aims of developing leaders for a better world.
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| 8. | * Work with the House tutor team in ensuring a consistent approach to developing House identity and to encourage pupil participation in both House based and school wide events.
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| **Key** **Relationships:****Internal*** US Director of Studies, Senior Hm, other Hms, HoDs, Head of Sixth Form, UK and USA university advisors

**External*** Parents, Governors and other educational providers as required
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| **Other** **important** **features** **or** **requirements** **of** **the** **job:*** Lead by example in all professional matters ensuring that all teachers and pupils observe matters such as dress, punctuality and mutual support
* Contribute to the development of the overall Haileybury vision and ensure that pupils, staff and parents all understand and subscribe to that vision
* Be available to advise academic staff and individual pupils, ensuring that, so far as possible, each person’s individual needs are met so that they can exceed their potential, and that pupils’ progress is maintained in an effective way
* Work closely with the School’s pastoral team to ensure effective implementation of the School’s strategic plan and to take a central role in that process.
* To liaise with Prep Hm and Lower School Pastoral Leader to ensure continuity in pastoral systems across phases of the School
* Attendance at camps, expeditions, parent information evenings, community events.
* Representing the school at official functions as and when requested by the Head Mistress
* Proactively manage the transition between Prep and Upper Schools for both pupils and parents.
* Proactively manage the induction of new pupils
* Teaching load as required and specified by Head of Upper School.
* Have experience in teaching EAL pupils and be knowledgeable on their learning needs.
* Contribute to the development of the overall Haileybury Almaty vision and ensure that pupils, staff and parents all understand and subscribe to that vision.
* Be available to advise academic staff and individual pupils, ensuring that, so far as possible, each person’s individual needs are met so that they can exceed their potential, and that pupils’ progress is maintained in an effective way.
* Haileybury Almaty is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment
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1. **The Role**

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| On arrival at HAL parents entrust their boys and girls ‘best interest’ to the care of their Housemaster/Housemistress, who is therefore a key figure in the pupil’s life whilst they are at school. Therefore, the Housemaster/mistress has the overall responsibility for the welfare and progress of all the pupils in the House and for communications between parents and the School. |

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| **Housemaster/** **mistress** | **Key** **Aspects** |
| Job Purpose | * Oversight of pastoral, academic and administrative needs of one of four houses.
* Oversight of House/Inter-House events.
* In conjunction with Tutors, HoDs and Head of Upper School, monitor the pastoral and academic progress of pupils within the House.
* Lead and support the House tutor team.
* Develop and initiate pupil opportunities across the whole House.
* Help develop and review school policy related to disciplinary, reward and support procedures in the Upper School.
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| Team Responsibilities | * Work collaboratively on promoting the value of the house system at Haileybury Almaty.
* Work as part of a team on the leadership of pastoral, academic or extra-curricular House activities.
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| Pastoral | * Managing disciplinary, reward and support procedures.
* Managing information related to pupil welfare (e.g. evidence of emotional and social distress) and devising appropriate responses.
* Establishing positive and supportive relationships with pupils and parents.
* Inducting new pupils into the House and meeting with parents.
* Liaising with Haileybury Support Services, School Counsellor and Outside Agencies, as appropriate.
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| Academic | * Co-ordination of procedures related to monitoring academic performance and in conjunction with the Director of Studies, Head of Upper School and House Tutors.
* Monitoring homework timetable and homework patterns.
* Monitoring pupil progress to identify strengths and weaknesses and implement appropriate action where necessary.
* Implementing and tracking pupil support strategies for pupils with academic and pastoral needs
* Using assessment data to evaluate pupil academic performance and set targets.
* Monitoring pupil attendance within the House.
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| Extra | * Convening, setting the agenda and chairing House tutor meetings.
* Leading House Assemblies.
* Overseeing pupil records.
* Writing, as requested, pupil references and pupil reports.
* Organising House-based initiatives and events.
* Managing House Charity events and links with the House Charity.
* Providing support to Friends of Haileybury and the school with events.
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1. **Person** **Specification**

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|  | **Essential** | **Desirable** |
| **Behaviours** | * Be a role model for Haileybury Staff Code of Conduct.
* Be highly motivated, ambitious and collaborative.
* Have high levels of honesty and integrity in aspects of their role.
* Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them.
* Be able to think strategically, drive improvements in the teaching and learning experience across the school and maintain an optimistic attitude in all interactions with staff.
 | * Show evidence of establishing clear goals and objectives for team members, which fed into the school’s strategic development plan.
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| **Skills** **and** **Knowledge** | * Show skills which leads to improvement of attainment and success within the school.
* Have excellent organizational skills
* Demonstrates the ability to manage change and work under pressure within those changing circumstances.
* Has excellent communication skills along with the ability to listen and understand.
* Demonstrates good coaching skills within a team environment.
* Has the ability to contribute to the positive management of pupil behaviour.
* Has the ability to inspire both adults and young pupils.
* Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people.
* Is flexible, can readily show good will to help others
 | * Provide an example of using information, resources and technology, which led to value being added to the overall learning experience of pupils.
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| **Experience** | * Has a track record of being a pastoral team leader which includes the empowerment of others.
* Has experience of monitoring set targets in a specified action plan to evaluate and ensure progress.
* Demonstrates experience of effective leadership of pupil behaviour for learning.
 | * Experience of working as a pastoral leader (e.g. Housemaster/mistress or Phase coordinator) in an international /British school.
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| **Qualifications** | * Qualified teacher status through a PGCE, GTP or another international equivalent.
* A specialism in the subject
 | * Evidence of involvement in relevant CPD
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