**DEPUTY HEAD OF BOARDING:**

**JOB DESCRIPTION**

The Deputy Head of Boarding is responsible to the Head of Boarding for the welfare and care of the Boarders and Boarding Staff, and the smooth running of the Boarding Houses.

**OVERALL RESPONSIBLITIES**

1. To work with the Head of Boarding to effectively lead and develop a team of Boarding Staff and create of a happy, homely Boarding House where controlled, firm boundaries exist and where the safety and welfare of Boarding pupils is front and centre.
2. To assist the Head of Boarding to develop a vision that promotes and supports the school’s values of Faith, Character, Intellect, Compassion and Community, and promote this vision by assisting with the creation and implementation of the annual Boarding Improvement Plan.
3. To set a good example to the students at all times, including in matters such as dress code and moral conduct.
4. To be resident overnight in accommodation provided during term-time in the Main House, other than evenings off, in order to ensure security of the students and to assist with emergencies/evacuations that happen at night.

**PASTORAL DUTIES**

1. To be familiar with the individual circumstances, strengths and needs of Boarders in order to develop and maximise each girl’s unique gifts and talents and effectively address challenges.
2. To sustain staff morale and support across the school, with special responsibility for developing close working relationships, understanding and appreciation between members of the Boarding Staff and the wider Staff body.
3. To ensure that any child protection issues are immediately recorded and reported to the Deputy Head (Lead Child Protection Officer) and the Head of Boarding (Deputy Child Protection Officer).

**ORGANISATION AND STAFFING ARRANGMENTS**

* To oversee the Boarding Staff to ensure that Boarding areas are warm, welcoming and tidy at all times and that daily and weekly tasks are completed to a high standard.
* To liaise with the school’s support staff (Medical, Cleaning, Maintenance, Facilities, Catering, Finance, Administration and School Admissions) to ensure the timely reporting of any issues and the smooth-running of the Boarding areas.
* To chair relevant meetings determined by the Head of Boarding and assist with creation and communication of Boarding Staff duty rotas.

**ADMINISTRATIVE DUTIES AND RECORD-KEEPING**

* To ensure that monitoring systems for Boarding are up-to-date and address issues.
* To communicate regularly with Boarders, their parents and guardians through formal and informal channels (e.g. Boarders’ House Meetings, Boarding reports), updating them as to the girl’s progress in, and contributions to, Boarding life.
* To enhance pupils’ Boarding experience through organization of trips and activities, liaising with activity and transport providers as necessary, and to act as supervisory staff when activities take place on site.
* To reflect actively on the position of Deputy Head of Boarding and contribute to the Boarding Improvement Plan through the completion of an annual Report for the Head of Boarding.

*These duties are not exhaustive. The Head may ask, within reason, for the Deputy Head of Boarding to take on other responsibilities in keeping with their skills and experience.*

**DEPUTY HEAD OF BOARDING –**

**PERSON SPECIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Essential | Evidenced by: | Desirable | Evidenced by: |
| Qualifications | A good degree. | AF/C | Qualified Teacher Status.  Relevant First Aid qualification.  D1 license holder (mini bus driver).  Counselling skills.  Food Hygiene Certification. | AF/C  AF/C  AF/C  AF/I/C  AF/C |
| Experience | Experience working in a boarding school and working as a boarding tutor, housemaster/ housemistress, or some other significant role.  Working in a team to accomplish challenging goals.  Proven ability to set and achieve goals by being consistently focussed on achieving the highest academic and/or pastoral standards. | AF/I/R  I  I/R | Effective contribution to a successful Boarding inspection.  An excellent classroom teacher.  Successful and varied teaching experience in appropriate phases.  Leadership and management experience.  Experience of whole-school planning and improvement. | R  Obs/R  AF  AF/I/R  I |
| Professional Knowledge and Understanding | Working knowledge of the National Minimum Standards and ISI Regulations.  Current issues affecting young people and awareness of their interests.  Self-evaluation in contributing to school improvement planning.  The role of support staff in ensuring quality provision of care to Boarders. | I/R  I  AF/I  I/R | The role of the Governing body.  Report-writing and policy-writing.  The use of new technology in raising standards.  Building effective partnerships with parents, guardians and the wider community to improve outcomes. | I  AF/I  I/R  I/R |
| Skills and Abilities | Ability to contribute to a strategic vision, and to work in a systematic way to realise this.  Ability to plan, monitor, evaluate, review and lead by example.  Excellent interpersonal skills with:  High standards of both written and oral communication;  Compassion, confidence and effectiveness when liaising with parents, guardians, staff and pupils;  The ability to respond positively to change and manage the implementation of change sensitively;  The ability to lead and work as part of an effective team.  Sound judgement and problem-solving skills. | AF/I  AF/I  AF/I/R/Obs  I/Obs/IT ex. | Ability to use ICT effectively. | AF |
| Personal Qualities | Warm, caring and approachable: empathetic.  Obvious enthusiasm for working with young people; optimistic and proactive.  A self-starter with a strong work ethic, determined to strive for the highest standards; a ‘finisher’.  Open-minded, flexible, reflective; able to take responsibility for decisions and actions taken.  Possesses stamina and resilience.  Highest standards of professionalism and personal integrity. | AF/I/Obs  I/Obs  I/Obs  I/Obs  I/Obs  I/Obs | The ability to imagine a better school and create a vision.  Persuasive and resourceful. | I/Obs  I/Obs |
| School Ethos | Fully supportive of the Catholic ethos of the school.  Promoting an inclusive and welcoming ethos in Boarding and the wider school that support the school’s five key values. | I/Obs  AF/I/Obs/R | A practising Catholic.  Encourage active participation in the school’s five key values: Faith, Character, Intellect, Compassion and Community. | AF/R  I/Obs |

AF – Application Form; C – Certificates; I – Interview; R – References; Obs. – Observation; IT ex. – In-tray exercise

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