



Candidate brief for the position of

# Director of Pastoral Care

to start April 2020



**D'OVERBROECK'S**  
OXFORD



## The school

d'Overbroeck's is a co-educational independent day and boarding school in Oxford for students aged 11 – 18. The school roll currently stands at c 600, and this is set to grow in the coming years.

The school was founded in 1977. Initially only a sixth form, d'Overbroeck's successfully pursued a policy of extending its age range, becoming an all-through 11 – 18 school in 2005.

In a city and a county which boast a good number of independent schools with resounding names and long histories, d'Overbroeck's has, in a comparatively short time, established itself as a thriving, forward-looking and highly successful school with a robustly distinctive ethos, an outstanding staff team, and a strong reputation for the quality of its educational and pastoral provision.

The school is currently in a phase of rapid growth and expansion.

In September 2017 all sixth form teaching moved to its new site at 333 Banbury Road and the d'Overbroeck's International School moved into the Swan Building, which was previously used for sixth form teaching.

Taken together, these changes have brought substantially more physical space and enable the school to take its facilities and its educational provision to a whole new level in a host of areas including the sciences, art, music and drama, as well as its library, social and dining provision. This is, therefore, an opportunity to join the school at an enormously exciting point in its development.





## Our ethos

Academic achievement and personal growth are at the heart of what we aim to achieve at d'Overbroeck's; and the school's success in achieving these goals is evident in students' achievements and in the enthusiastic endorsement we receive from current and former parents and students.

The dominant note at d'Overbroeck's is one of purposeful informality. The ethos is firmly built on personal relationships, on a relative lack of stuffiness and overly-formal hierarchies and on a strong conviction that the individual lies at the heart of the school.

The school believes in leading by example, in a healthy dose of flexibility and in the power of laughter and humanity. 'Enthusiasm', 'maturity' and 'courtesy' are words that very frequently feature in the observations of visitors to the school. This is an environment which

gives people – staff as much as students – the space to grow, to learn, to engage with complexity and to achieve their goals, while also making time for friendship, for laughter and for living life to the full.

The policy at d'Overbroeck's is for everyone, staff and students, to be on first-name terms throughout the school. The school's experience is that this fosters more mutual respect and truer, more motivating interactions between staff and students.

Students wear school uniform up to Year 11 (there is no uniform in the Sixth Form). This is a relatively light-touch uniform, designed to allow each student a sense of her or his own individual personality.

d'Overbroeck's does not have any particular religious affiliation and welcomes students and staff of all faiths and none.

**'A defining characteristic of d'Overbroeck's is its close-knit, informal atmosphere within which students grow in confidence, self-esteem, respect for themselves and for others. Students are very supportive of each other and behaviour throughout is excellent, exemplified in considerate, warm relationships.'**

ISI inspection report, October 2013



# Structure of the school

The school consists of three sections on different sites in North Oxford: Years 7-11, the Sixth Form and the International School. Due in part to its history and in part to the physical configuration of its buildings, d'Overbroeck's is a mushroom-shaped school. The Sixth Form is numerically the largest part of the school: in addition to students progressing from the lower years into the Sixth Form, we draw a large intake of students (around 130 or so at present) directly into the Lower Sixth each year – a combination of local and international students.

As the present time, the composition of the school is as follows:

**Years 7-11** – 196 students; all day students. Based at Leckford Road, OX2 6HX.

**The Sixth Form** – 330 students; a mixture of day and boarding. Based at a new purpose-built site at 333 Banbury Road that opened in September 2017.

**The International School** – around 70 international students who are all boarders. The move into the Swan Building in September 2017 has provided considerably more space and greatly improved facilities, including laboratories and an art room. We fully expect the student numbers in the International School to increase in the coming years.

## 333 Banbury Road

From September 2017, when the new site at 333 Banbury Road was completed, the Sixth Form benefitted from a considerable upgrade in facilities and physical space. The new building includes five science laboratories and spacious suites for art, music and drama, as well as more library and common room space.

The new Hall provides daily dining facilities for staff and students as well as a 180-seater auditorium for music, drama performances and all kinds of other school events, not only for the Sixth Form but for the whole school.







## Teaching and learning

d'Overbroeck's offers a broad academic curriculum with a wide choice of subjects at GCSE and A level. Students in the International School are prepared for IGCSE examinations.

The school places an emphasis on fostering resilience and independent learning skills, and this starts as early as Year 7. In the Sixth Form, many students complete an EPQ alongside their A level programme, and students regularly take part in Maths and Science Olympiads. Special programmes are provided for Oxbridge and medical / veterinary applicants. A wide range of trips and visiting speakers enriches the taught curriculum.

A Personal Development (PSHE) programme is integrated into the curriculum from Year 7 through to Year 11 and students in the Lower Sixth have an Enrichment Programme which introduces them to information, views and debates on a wide range of issues. There is a focus on reflective teaching and on CPD and the school has repeatedly been complimented by ISTip on its work in supporting NQTs through their induction year.

The teaching approach at d'Overbroeck's has always been built around comparatively small classes. Classes are generally kept to a maximum of 15 students up to Year 11 and up to 10 students in the Sixth Form. Classes in the International School are usually kept to a maximum of 10.

In the International Section, most students follow a one-year programme which prepares them for IGCSE exams in up to 8 subjects alongside intensive teaching in English for academic purposes (EAP). The School also offers a two-year IGCSE programme for younger students, which runs alongside the current one-year programme.

Exam results are very strong. At A level, both raw results and value-added data show impressive achievement across the ability range, and progression to Oxbridge and other top Russell Group universities is consistently strong.

# Boarding

There are currently around 180 residential boarders at d'Overbroeck's, and this number is set to increase in the next few years as the school grows. We take day pupils only in Years 7-11 so our boarders are either in the Sixth Form (where around half the students are boarders) or in the International Section (where almost all the students board).

For some of our boarders home is just 30 or 40 miles away; for others it is another part of the world. Some will have boarded before while for others this may be the first experience of being away from home and family.

Whichever it is, our aim is to create a close-knit, homely boarding environment where students are physically comfortable and personally at ease; where they can live and work happily, enjoy freshly-cooked, well-balanced meals and make strong and lasting friendships. Like our teaching space, our boarding provision has seen considerable development.

A brand new sixth form boarding house, known as Islip House, opened in September 2017. We have two further boarding houses in the North Oxford area for Sixth Form. The majority of Upper Sixth opt for accommodation with a host family for their final year.

Our International School has also increased its boarding accommodation in Central Oxford and also in a relaxing tranquil campus on the outskirts of Oxford.





# Extra-curricular

Alongside the academic curriculum, a varied and vibrant programme of co-curricular activities opens up all sorts of opportunities for students throughout the age range. Sport is varied and wide-ranging, music and drama are very strong and concerts and school productions are always big events to look forward to.

Though it does not have its own playing fields or sporting facilities, the school is fortunate to have the use of an excellent range of venues and facilities nearby, including those of Oxford University at Iffley Road, and these are used on a daily basis.

**'It's hard to imagine a better school for nurturing and developing students.... Without exception all staff are dedicated to the aspirations of the school, resulting in a lovely and thriving atmosphere that produces excellent results and well-rounded teenagers!'**

Parent survey, 2015





## Association membership

d'Overbroeck's is a member of the Independent Schools Council (ISC), the Society of Heads of independent schools and of the Boarding Schools Association. The school is also an associate member of AGBIS.

## Accreditation and inspection

d'Overbroeck's is an accredited member of the Independent Schools Council.

The most recent ISI inspection took place in October 2017. This was a regulatory compliance inspection, which found the School to be fully compliant. Prior to that, the most recent full integrated ISI inspection was in October 2013, and the school was judged 'Excellent' in all aspects of its educational and boarding provision. Notably, the inspection team also noted the 'extremely high levels of satisfaction with the school overall' expressed in the parental responses in the pre-inspection survey. Informally, the school was told that these were exceptionally high, even by the high standards of most independent schools.

Copies of the ISI reports can be found at:  
<https://www.doverbroecks.com/home/school-inspection-reports/>

## Safer recruitment

d'Overbroeck's is committed to safeguarding and promoting the welfare of all its students, and this is a responsibility that is shared by all members of staff. The successful candidate will be subject to an enhanced DBS disclosure. Please see the section on Disclosure below.

## Disclosure

Please note that d'Overbroeck's school aims to promote equality of opportunity for all with the right mix of talents, skills and potential, without respect to age, gender or race and welcomes applications from diverse candidates. As d'Overbroeck's meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure of criminal background from the Disclosure and Barring Service before their appointment is confirmed. This will include details of cautions, reprimands and final warnings, as well as convictions. Criminal records will be taken into account for recruitment purposes only when the conviction is relevant. Further information about the disclosure scheme can be found at [www.gov.uk/government/organisations/disclosure-and-barring-service/about](http://www.gov.uk/government/organisations/disclosure-and-barring-service/about).



# Director of Pastoral Care

Due to the rapid expansion and success of the school over the last three years, d'Overbroeck's is looking expand its leadership.

We are looking for a highly motivated and experienced member of staff to join the school as Director of Pastoral Care and Well-being.

d'Overbroeck's is an exciting and vibrant place to work with highly motivated students and staff. This new role will sit on the school's leadership team and will direct our vision for the Pastoral Care of our students and staff over the next phase of our development.

It would be advantageous for candidates to demonstrate a track record of high performance while in either middle or senior leadership positions in similar schools.

## Role overview

Working closely with the Principal, Senior Vice Principal and Vice Principals, the Director of Pastoral Care will hold a high-level of whole school responsibilities.

As a member of the school's senior leadership team, the successful applicant will be expected to be involved in, and to make a pro-active contribution to, all aspects of the life of the school. Not least of which is the school's leadership and strategic development, identifying and taking every possible opportunity to improve, enhance and further the school's educational, pastoral, boarding and extracurricular provision.

More specifically, the Director of Pastoral care will be one the school's designated safeguarding leads, and as such will have responsibilities in regards to safeguarding and child protection. This will involve school-wide responsibility of;

- Supporting the wellbeing for our students;
- issues relating to behaviour and discipline;
- Safeguarding and child protection (as a Deputy Designated Safeguarding Lead);
- overseeing and contributing to the development of the School's boarding provision; and
- leading on boarding and pastoral regulatory compliance.

## Duties and responsibilities

The associated duties and responsibilities of this position can, generally, be broken down into Pastoral and Well-being, Boarding and Discipline, Safeguarding and Child Protection, leadership and Management. It should be kept in mind that the below expectations should be read as indicative rather than exhaustive.

In keeping with the senior level of this position, the Director of Pastoral care can expect to be tasked, from time to time, with additional responsibilities within their capacity and expertise.

### Pastoral and Well-being

- Supporting the School's pastoral staff;
- Guiding strategy and decision-making in the area of Pastoral and Well-being, and ensuring consistency across the School;
- Regularly evaluating the quality and delivery of the School's pastoral provision in all its forms, and support initiatives aimed at developing and enhancing this provision;
- Contributing to the development of the School's provision in the area of student welfare and well-being; and
- Line-managing and overseeing the work of the School Counsellors.

## Behaviour and Discipline

- Support senior colleagues across the School and guiding decision-making with regard to issues of behaviour, including in a boarding context; helping to agree on a course of action and on appropriate sanctions where necessary;
- Ensure that the approach to such issues is always in line with the School's ethos and consistent across the School;
- Lead on serious behavioural incidents and recommend appropriate courses of action to the Principal and Senior Vice Principal; and
- Lead and develop a comprehensive programme of support and infrastructure for Mental Health and Well-Being across the school.

## Safeguarding and Child Protection

- Work in conjunction with the School's Designated Safeguarding Lead (DSL) with all the attendant responsibilities required of this role, in line with the School's policies, the requirements set out in KCSIE, or any other government regulations or guidance that may take its place in the future;
- Work closely with other staff with designated responsibility for safeguarding and child protection in school and take the lead in dealing with any actual or potential safeguarding or child-protection issues;
- Keep up with national and local regulations and guidelines relating to safeguarding and ensuring that the School's policy and practice in this area are fully compliant at all times;
- Liaise with the LADO, local Children's Services and with the School's Nominated Safeguarding Governor where necessary;
- Keep abreast of e-safety issues and coordinating the dissemination of information and advice on these issues to parents;

- Monitor the effectiveness of the School's systems for filtering and monitoring of students' use of the internet on the School system, and dealing with any issues that may arise in this area;
- Report to d'Overbroeck's Advisory board on all matters related to Pastoral Care at the school;
- Oversee and monitor the operation of CPOMS, the school's central pastoral recording system.
- Take the lead responsibility for keeping up with all relevant regulations and guidance, reviewing and updating existing School policies as often as is necessary and generating new ones when required;
- Ensure the School's policies and practices are fully compliant with all relevant regulatory requirements, in particular but not limited to, the ISSRs and NMS; and
- Take the lead in ensuring the School is ready for inspection.

## Boarding

- Act as the line manager for the Head of Boarding;
- Support the Head of Boarding in decision-making, problem-solving, and dealing with practical issues, including emergencies, and with shaping the direction of future developments in the School's boarding provision;
- Keep the School's provision and practices in the area of boarding under review and always seeking ways of enriching and enhancing students' boarding experience; and
- Take the lead on boarding staff appointments.



## Leadership and Management

- In leading by example, provide inspiration and motivation by embodying the ethos and values of the School;
- Work with the Principal, the Senior Vice Principal and the other members of School's senior leadership team to be involved in all aspects of school life and leadership, including school improvement and the formulation of whole school strategy;
- Make a significant contribution to the production and update of the School Development Plan, SEF and other evaluative and strategic plans and documentation;
- With the Principal and other members of Senior Leadership Team, lead on matters of staff performance management within Boarding and Pastoral related areas.
- Contribute to the regular review and monitoring of the structures and pastoral systems which underpin the effective and efficient running of the School;
- Work with the Principal and other colleagues in the promotion of the School and its benefits to parents, potential students, local feeder institutions and placement consultancies; and
- Oversee the strategic direction of the extra-curricular and sporting programme at the School to make it a vibrant and dynamic part of the offering.

## Other

- Support all School activities including attendance at and participation in events, parents' evenings, Open Days and other significant events;
- A light teaching commitment to be decided on recruitment and reviewed annually
- Carry out other duties in line with the broad responsibilities of the role; and
- Be a central 'emergency call' point at weekends for the boarding houses and host families.

## Salary and hours

This is a full-time role, with a salary commensurate with the responsibilities of the role and the calibre of the applicant sought.

## Further information

If you would like any further information at this stage, please feel free to telephone Jonathan Cuff, Principal, on the main school number 01865 688600 or email [Principal@doverbroecks.com](mailto:Principal@doverbroecks.com)

## Applications

Applicants should complete the Form entitled Application for a Teaching Post which can be downloaded from [www.doverbroecks.com/posts](http://www.doverbroecks.com/posts).

The Application Form, full Curriculum Vitae and a covering letter should be emailed to [HR@doverbroecks.com](mailto:HR@doverbroecks.com) and a signed copy sent to:

Helena Barron  
d'Overbroeck's  
333 Banbury Road  
Oxford  
OX2 7PL

Applications will be processed on receipt. Please apply as soon as possible, but no later than **16 October 2019**

Short-listed applicants will be notified of the interview arrangements as soon as possible after short-listing.





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