



ALDRO



**Housemaster /
Houseparent (Boys)**

Required for September 2024



ABOUT ALDRO

Aldro is an outstanding coeducational boarding and day preparatory school located in the idyllic village setting of Shackleford near Godalming in Surrey.

The school is at a very exciting stage in its history. Numbers on roll have risen by 50% in the last few years and the school is currently more full than ever before. The most recent ISI Inspection Report (June 2023) rated the school 'Excellent' in both areas of qualitative judgement (pupil achievement and pupil personal development) and the school was deemed fully compliant. The school successfully introduced co-education in 2021; girl numbers represent over 30% of the pupil population and are expected to rise further next year. The school has a flourishing Senior School (Years 7 and 8) including up to four sets in the core subjects and a discrete scholarship stream.

There are 237 pupils in the school aged 7-13; approximately 70 of them board full-time, weekly or part-time. Pupils sit Common Entrance or Scholarships at 13+ in Year 8, and the school has an outstanding record of academic excellence. The school has averaged 15 Scholarships and Exhibitions per year over the last 5 years, and specifically 19 last academic year. In the last couple of years, Aldro pupils have left to attend such schools as: Abingdon, Bradfield, Canford, Charterhouse, Churcher's, Eastbourne, Eton, Guildford High School, Harrow, King Edward's, Lancing, Lord Wandsworth, Marlborough, Merchiston Castle, Oundle, RGS Guildford, Sevenoaks, Sherborne, Tonbridge, Uppingham, Wellington and Winchester.

Aldro is also committed to a breadth of education for its pupils and excellent results are achieved in sport, music, drama, art, design and chess. The school runs an extensive activity programme ranging from pistol shooting to Lego robotics, and debating to pétanque! The curriculum is taught over six days, including lessons on Saturday mornings and inter-school fixtures on Saturday afternoons. The school has a weekend leave at least every third weekend and benefits from generous holidays. All staff are expected to make an active contribution to the wider life of the school.

Aldro's Christian foundation underpins the ethos and values of the school and all staff are expected to be supportive of the school's Christian character. An attractive Chapel is amongst the excellent facilities available which also include a multi-purpose sports hall and a large theatre. Further details about the school can be found on our website: www.aldro.org

Aldro operates its own salary scale. Placement on the scale will be subject to the candidate's qualifications and experience. Appropriate certification and identification should be brought to the interview.

**Please email the completed Application Form and covering letter (no CVs please)
to the Headmaster, Mr Chris Carlier. Email: Head@aldro.org**



Housemaster / Houseparent (Boys)

Reporting to: Deputy Head (Head of Boarding).

The Role

Aldro is seeking to appoint an enthusiastic, compassionate and highly motivated Housemaster/ Houseparent (HsM) to lead our well-established boys' boarding house from September 2024. The school is looking for an individual (or perhaps a couple) who will enjoy the prospect of further developing a caring, supportive environment for our boys while working effectively alongside our Girls' Housemistress and Head of Boarding.

The position may well be combined with a teaching role (Housemaster) depending on the qualifications and experience of the successful candidate, but we are open to receiving applications from those with a non-teaching background (Houseparent). Ultimately, the successful applicant will want to play a full part in the life of a busy and thriving prep school.

The provision of boarding at Aldro is central to the school's identity and, as such, the role of HsM is considered of strategic importance. The successful candidate will be responsible for the day-to-day running of the boys' boarding house, for the health, safety and welfare of the boy boarders and, with the Housemistress and Head of Boarding, for leading and managing the boarding team. They will also play an important part in promoting boarding in line with the school's aims and objectives.

This is a residential role and accommodation will be provided onsite to enable the proper performance of the HsM duties. Currently a two-bedroom flat is envisaged for this role.





Key Responsibilities

Leadership and Management

- To create a safe, family-styled, home-from-home feel in the boarding house that is friendly, inclusive and encouraging of all boarders without exception.
- To prioritise the safeguarding, welfare and health and safety of boarders above all other duties.
- To lead and manage the boarding team of house tutors, including, as requested by the Head of Boarding, leading their boarding appraisals and promoting professional development in boarding.
- To act as principal contact for boarders, boarders' parents and boarding staff for all boarding matters.
- To be familiar with both statutory safeguarding and child protection requirements and all relevant school policies, and to ensure their effective implementation at all times in the boarding house.
- In conjunction with the Head of Boarding and Housemistress, to ensure that the Boarding House complies fully with the National Minimum Standards for Boarding.
- With the Housemistress, to manage the Matrons' team including organising their rotas, induction and training.
- To be involved in the recruitment of boarding staff.
- To organise and, by mutual arrangement, to share the chairing of weekly meetings for the Boarding House staff.
- To attend, by invitation, the Health and Safety Committee.

Welfare of boarders

- To liaise with Form Tutors and the wider staff on any issues related to the academic performance or pastoral needs of full-time, weekly and part-time boarders.
- In conjunction with the Head of Boarding, to contribute to the implementation of Care Plans and Steer Plans for boarders.
- To liaise with the school counsellor to support boarders with specific pastoral welfare needs.

Operational

- To be responsible for all aspects of Health and Safety in the boarding house, including for example, the routine practice and recording of fire drills.
- To ensure good discipline and order in the boarding house, both in interpersonal relationships and in general tidiness.
- To ensure that the rewards and sanction framework is applied consistently within the boarding house.
- To be responsible for the efficient day-to-day running of the boarding house, including the keeping of orderly records.
- To be responsible for the organisation of the dormitories ensuring that they meet the needs of the pupils whilst maximising the use of the available beds.
- In conjunction with the Housemistress, to organise the weekly and weekend rotas for House Tutors ensuring that adequate levels of staffing are in place at all times.
- Establish a strong and attractive evening activity programme that offers a healthy balance between fun, engaging activities and the opportunity for the pupils to progress their academic and co-curricular work, for example in the provision of extended personal study time, subject clinics, music practice etc.
- To organise the weekend programmes, including visits and off-site activities, ensuring that the necessary paperwork and adequate risk assessments are undertaken in line with the school's Health and Safety and Educational Visits policies.



- In conjunction with the Housemistress, to organise from time to time special, one-off events in the evenings and at weekends (eg. Big Boarding Weekends, theme nights, Christmas Feast etc).
- In conjunction with the Housemistress, to organise, attend and on rotation to chair the regular Boarding House Council meeting to give pupil voice to the running of the boarding house, and to keep a thorough written record of meetings.

Organisation

- To work with the School Secretary to ensure that all paperwork is complete for Tier 4 visa holders whenever Visa Holders are away from the school.
- To ensure that accurate boarding charges are provided to the school's accountant in a timely manner.
- To maintain an up-to-date boarding house handbook for boarders and their parents.

Marketing

- To work with Admissions and Marketing to promote the school to prospective parents.
- To represent boarding by attending Open days and other events organised to promote the school.
- To communicate the merits of boarding to current and prospective parents.
- To run / contribute to an active Social Media programme.
- To work on marketing campaigns with the Head of Marketing (e.g. ISS Battersea, HMF Boarding Schools Fair, Shrivenham etc).
- To identify from amongst our current pupils those going on to boarding schools and encourage them to consider boarding, or an increase in boarding nights.
- Occasionally to support the marketing of the school and its boarding through international travel.
- To write regular articles on boarding for school publications (e.g. AldroLink, the Aldronian, website.)





Communication

- To provide outstanding, reassuring communication with the parents of full and weekly boarders.
- Where other commitments allow, to represent the parents of full boarders at school productions and performances.

General staff duties

- To contribute to the rota of staff duties.
- To attend meetings (Departmental, staff, parent meetings etc).

Safeguarding

- To promote and safeguard the welfare of all pupils.
- To promote, insist on and help instil the school's core values.
- To protect children from harm and to prevent impairment of their health and development.
- Be aware of, and comply with, all the school's policies, and especially the Safeguarding, Whistleblowing, Behaviour, Anti-bullying, Health and Safety, Staff Code of Conduct and Pupil Equality and Diversity policies.
- To establish a positive, supportive and secure culture which promotes in all pupils a sense of being valued, listened to and respected.

Wider Contribution to school life

All staff are expected to make a full contribution to the wider life of school. Examples of this might include:

- Help with coaching games (the major sports are football, rugby, netball, hockey, cricket, athletics and tennis), or assisting with drama, dance, music etc.
- Contributing to the wider activities programme.
- Leading or helping with Chapel or assemblies.
- Assisting with the pastoral care for the boarders, the life of the Chapel, the school's boarding

Hours of Work

To be on duty, albeit supported by the boarding house team, for a minimum of four midweek mornings and evenings per week, and all weekends* when the school is in session. In so far as the timetable permits, the HsM will be entitled to a full 24 hours off per week *in lieu*, from 6pm to 6pm, or two half-days (or equivalent) if not. The HsM will also be available on-call overnight for emergencies (except when off-duty), although routine medical matters overnight are typically delegated to the on-call matron.

(*Aldro has a Weekend Leave at least every three weekends.)





Where the HsM has teaching responsibilities, the following apply:

Academic Responsibilities

- To be an inspiring subject teacher.
- To plan and prepare lessons in line with the Curriculum Policy, departmental handbook and schemes of work.
- To provide clear structure for lessons, maintaining pace, motivation and challenge.
- To set tasks which challenge pupils and ensure high levels of interest.
- To insist on high standards of work and prep.
- To teach each child according to their educational needs; to provide differentiated learning for pupils with identified needs e.g. MAGT, LS, EAL.
- To maintain an orderly classroom environment with a good level of discipline, encouraging politeness, punctuality and good manners at all times.
- To provide a rich, welcoming and cheerful environment by displaying pupils' work in a stimulating and interesting way in the classroom.
- To be self-reflective and to evaluate critically one's own teaching to improve effectiveness.
- As appropriate, be prepared to teach a small number of lessons in a second subject.

Reporting and Feedback

- Make good use of assessment (e.g. formative and summative) to check work is understood and to adapt teaching to the needs of pupils.
- To keep appropriate and efficient records of pupil progress and to use these to inform intervention.
- To produce, mark and record assessment papers according to the departmental schedule of assessment.
- To liaise with Learning Support if a child is thought to have a specific learning need.
- To prepare honest and supportive written reports and interim grades according to the school's reporting schedule.
- Where required, to prepare for and attend parent meetings and other such meetings organised from time to time to promote good relationships and strong reporting lines between the school and the parents.





Professional Development

- To attend, participate and contribute positively to weekly staff meetings.
- To attend and engage with regular INSET organised for staff.
- To participate in the school's appraisal system for staff.
- To demonstrate a concern for ongoing personal professional development.
- To contribute actively to in-school training opportunities, peer-observations and other initiatives that promote best practice in teaching and learning.

Form Tutor Responsibilities (where relevant)

Where the successful candidate is also asked to be a Form Tutor, they will be responsible for the academic and pastoral welfare of the children in their forms.

- To have patience, understanding and a genuine interest in pupils' welfare.
- To ensure that pupils know to whom they can talk about their concerns.
- To get to know the pupils and their parents well; to be their first port of call for all pastoral issues.
- To set clear boundaries for pupil behaviour and to have high expectations of them.
- To maintain an orderly classroom environment.
- To encourage kindness, politeness and good manners at all times.
- From time to time to lead assemblies, perhaps especially to the juniors.
- Use CPOMS and SchoolBase to track behaviour and achievements of pupils.
- Inform relevant staff (e.g. Assistant Heads, Housemaster, Head) of any pupil concerns.
- To review the school's use of Steer AS tracking and to develop, implement and review appropriate action plans in support of high-priority pupils.





Person Specification

Boarding	Essential	Desirable
A vision for boarding in the modern world	√	
An instinctive grasp of the value of boarding	√	
An ambition to develop and grow the boarding provision of the school	√	
Excellent interpersonal skills, the ability to relate well to others and a personality that will inspire confidence amongst pupils and with parents	√	
An understanding that the 'in loco parentis' responsibility often extends beyond normal working hours; willing to go the extra-mile in support of the boarders and their welfare	√	
High levels of tact and diplomacy; good conflict resolution skills	√	
Competence in enforcing rules and routines	√	
Experience and understanding of the particular needs of international pupils and those from HMForces families.		√
Personal Attributes	Essential	Desirable
A deep sense of compassion for young people and a sensitivity to their needs	√	
A natural and confident leadership style, able to inspire confidence amongst pupils, staff and parents	√	
Kindness, compassion, patience	√	
Reliability, integrity, loyalty	√	
Positivity, energy and enthusiasm	√	
A sense of humility and a desire to serve others	√	
Excellent record of health, punctuality and attendance	√	
A sense of humour	√	
Professional	Essential	Desirable
An ability to work with others on high-performing teams; able to show initiative and imagination, to have vision and the ability to inspire others	√	
Confidence in speaking publicly	√	
The initiative to work on their own, and the ability to work as part of a team	√	
Excellent written and oral communication skills, able to communicate with a range of audiences	√	
An ability to remain calm under pressure	√	
Effective time-management and organisational skills	√	
An eye for detail and the ability to spot problems and develop solutions	√	
The ability to draw out the best in others through encouragement, coaching and mentoring skills and by setting high standards	√	



Person Specification (cont.)

School Ethos, Values and Aims	Essential	Desirable
Fully supportive of the ethos and aims of the school	√	
Sympathetic to the Christian teaching that underpins the school's values and character	√	
Commitment to the safeguarding and protection of children	√	
A commitment to promoting equality, diversity and inclusion	√	
Promotion of Health and Safety in line with the school's policy	√	
Enthusiasm for, and willingness to contribute to, the wider co-curricular life of a busy day and boarding school	√	
For Teachers	Essential	Desirable
Bachelor's degree or equivalent; excellent academic credentials	√	
QTS, Teaching Degree or equivalent (BA, BEd, PGCE etc)		√
Post-graduate degree		√
Evidence of commitment to professional development, both personal and that of colleagues	√	
Strong ICT skills	√	
An inspirational, committed and highly-effective educator dedicated to achieving the best outcomes for each child	√	
A good understanding of the requirements of pupils with EAL and SEN.	√	
Effectively fulfil the expectations of the Teachers' Standards	√	





Applications

Deadline: Friday 5th January 2024

**Please email the completed Application Form and covering letter (no CVs please)
to the Headmaster, Mr Chris Carlier. Email: Head@aldro.org**

Interested candidates should complete a copy of the [Aldro Application Form](#) available on the '[Vacancies](#)' section of the Aldro website and send, with a letter of application, to Head@aldro.org CVs are not required. Early applications are encouraged and will be processed on receipt. The School reserves the right to appoint before the deadline.

The school is an equal opportunities employer and complies with its duties under the Equality Act 2010. Aldro is committed to safeguarding and promoting the welfare of the children and young people here, and all staff are expected to share this commitment. All staff are expected to adhere to and ensure compliance with the school's Safeguarding / Child Protection Policy 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 school's designated Safeguarding Lead.

In line with the School's Safeguarding / Child Protection Policy, the successful candidate will be subject to checks by the Disclosure and Barring Service. As part of this process, Aldro additionally carries out its own online and social media checks. Applicants' references are typically sought before interview, unless the applicant specifically requests otherwise.

The post is exempt from the Rehabilitation of Offenders Act 1974 and Aldro is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

Aldro recognises the benefits of a diverse workforce and is committed to equality of opportunity for staff, volunteers and applicants. Building upon legislative requirements, Aldro seeks to ensure proper access of opportunity in matters relating to recruitment/selection, support for staff development and promotion. All HR policies are underpinned by this commitment to inclusivity and discriminatory behaviour by staff, pupils, contractors and external contactors will be taken very seriously, fully investigated and appropriate action taken where necessary.



ALDRO

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aldro.org