

## Boarding Housemaster (Burnaby House)

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### Bedford School

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Situated just 40 minutes on the train from London St Pancras, and half way between Oxford and Cambridge, Bedford School is one of the region's leading boarding and day schools, educating boys from the ages of 7 to 18. Part of The Harpur Trust, Bedford's leading educational and social welfare charity, we're a vibrant school with a very strong sense of community, set in a beautiful 50-acre estate in the heart of the town.

There are approximately 700 pupils in the Upper School aged 13 to 18, with roughly 280 in the Sixth Form. 35% of the boys are boarders in our six Boarding Houses, each of which is "twinned" with a Day House. Our Prep School with 400 boys caters for the 7-13 age range on the same campus, and has its own junior Boarding House.

Academic excellence is central to life at Bedford School, and we encourage boys to aspire to the highest possible standards and to exceed their expectations. Our success is demonstrated by a long history of impressive exam results at GCSE, A level, and in the International Baccalaureate Diploma. The vast majority of our leavers go on to Higher Education: in 2019 83% of boys went on to Russell Group or Times Top 30 universities, to specialise in particular areas of expertise. We are seeing our boys diversify their applications, with more expressing

an interest in degree-level apprenticeships and universities in the USA and Europe. Typically, between five and ten boys take up places at Oxbridge each year.

The School was inspected in November 2016, and we are particularly proud of the fact that ISI (Independent Schools Inspectorate) gave us the top ratings possible. Full details, including a copy of the inspection report can be found here:

<http://www.bedfordschool.org.uk/Inspection-Report>

The School had a compliance inspection in June 2019 and was found fully compliant in all areas covered by the inspection.

The school adopts a selective entry policy without being ruthless and seeks to provide an environment where all boys will thrive academically. It emphasises continuity of education at 13+ and 16+ so that, although there are academic entry requirements at each point, they are geared to whether boys are suitable to move to the next stage rather than over-formulaic targets. We believe in an all-round education that exposes all boys to a wide range of experiences and opportunities. We also aim to attract boys from a diverse range of backgrounds, facilitated by a strong scholarship and bursary programme; over 50 boys here pay less than 20% of the fees and a great many more receive substantial financial support, with about £1.3m each year being put towards bursaries.

We place great emphasis on the value of Sport, Music and the Arts for the camaraderie, teamwork and self-motivation they instil, and encourage boys to explore their individual talents. Our extensive programme of extracurricular activities is wide-ranging and offers boys the opportunity to learn new skills and discover new interests outside the classroom. Boarding is at the heart of the school and all full-time members of staff are expected to contribute to the wider life of the school through involvement in the tutoring system and in activities outside the classroom.

The school's ongoing development programme has included the construction of a new Library (2003), Observatory & Planetarium (2003), a new Music School (2006) and a wonderful new theatre in St Luke's Church, on the edge of the estate (2015). Other developments have included renovation of the school dining halls and kitchens (2009), fitness suite (2010), staff common room (2011), sports pavilion (2012) and science department (2015).



## The Role

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We are looking to appoint an enthusiastic and experienced houseparent to lead and manage Burnaby House, from September 2020. The successful candidate will also have a teaching timetable (on a reduced loading) but the school is able to consider any subject background.

Boarding is at the heart of the school and we are looking for someone who has experience of working with children in a boarding house or similar residential setting.

The school has six boarding houses, four of which are on site and two a short walk from the campus. Burnaby is situated on site, in the heart of the school, and has a mixture of boys from year 9 to 13, although the house has a larger proportion of sixth formers than our other boarding houses.

The Boarding Housemaster is supported by an Assistant Housemaster, who also lives in the house and two Visiting House Tutors, who assist in the evenings four nights a week. The house Matrons work every day (including Saturdays and Sundays) and are supported by a team who undertake cleaning, laundry and maintenance.

Further information about Burnaby House can be found via the link below:

<https://www.bedfordschool.org.uk/upper-school/school-life/boarding-and-day/burnaby-house/>

## Benefits of Service

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Bedford School has high expectations of its staff and therefore looks to reward them with generous salary scale increments and beneficial conditions of service. All teachers are offered membership of the Teachers' Pension Scheme and have longer holidays than the maintained sector. Class sizes are small (typically a maximum of 14 at Sixth Form and 24 at GCSE).

We believe we have a responsibility to keenly and pro-actively support all of our staff in their development and to make this an outstanding place to work. Each member of staff has a voice on professional matters via the Common Room Chair and a variety of staff run initiatives, and The Head Master has weekly open-door sessions for staff (and pupils). A wide range of opportunities for professional development exist and staff are encouraged to further their skills and consider career options at all levels. There is a generous budget to support continued development and learning for our teachers. The Teaching and Learning Group host meetings and dinners throughout the year and staff run training sessions for one another in order to share best practice. The school recently hosted a TeachMeet evening for those who work across the schools of the Harpur Trust. There are also bursaries available for staff who wish to travel in order to develop their subject specific knowledge or understanding of different educational contexts. We fully fund and support teachers in qualifying through PGCEs and the assessment only route to qualified teacher status. In a recent quality assurance visit, we were considered to be a school offering best practice induction to newly qualified teachers (NQTs).

The school is set in beautiful grounds within a 50-acre site on the edge of a busy town centre that is well connected to London, Milton Keynes and Cambridge in particular. Staff are welcome to make use of the extensive leisure and sporting facilities on the site (which includes gym, swimming pool, tennis courts, squash courts etc.) for themselves and their immediate family.

The school has an incredibly friendly Common Room that provides support and puts on a variety of social events; most recently, there was a hotly contested staff bake off competition. Weekly football, yoga and mindfulness sessions are complemented by additions such as staff life drawing, a tennis evening, calligraphy club, and regular staff cricket fixtures with local clubs and schools.

Fee concessions are available across the Harpur Trust schools, along with a private health care scheme. Our staff all receive free lunches, which are provided by our national award-winning catering team, and all staff can expect free on-site parking.

Bedford is a dynamic and incredibly rewarding place to work with a strong sense of community. We very much hope that you will want to come and find out more about us.

## General Information

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Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance.

## Application Process

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Applicants are asked to complete the School Application Form; CVs in place of an Application Form cannot be accepted.

Short-listed candidates will be invited to the School for interview on the advertised date. The selection process will involve a lesson observation and several interviews.

The Senior Boarding Housemaster, Chris Bury, would be happy to talk to prospective applicants; he can be contacted through the School Reception on 01234 362200 or by email [cbury@bedfordschool.org.uk](mailto:cbury@bedfordschool.org.uk)



*Bedford School is part of The Harpur Trust*

## Boarding Housemaster (Burnaby House)

### Job Description

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role	<p><b>Job Title:</b> Housemaster</p> <p><b>Department:</b> Burnaby Boarding House</p> <p><b>Location:</b> Bedford School</p> <p><b>Reporting Line:</b> Head Master</p> <p><b>Line Manager:</b> Vice Master</p> <p><b>Hours:</b> The post-holder(s) will be required to work as necessary to complete the job (subject to the Working Time Regulations 1998)</p> <p><b>Tenure:</b> The maximum term is twelve academic years from the end date of appointment as Housemaster. The right to residence will end two weeks prior to the commencement of the next school term if notice is given for December 31<sup>st</sup> or April 30<sup>th</sup>, but by 31 July if notice is given for August 31<sup>st</sup></p> <p><b>Salary:</b> School's own salary scale, according to Harpur Trust scales. A generous allowance is granted to the Housemaster and his/her spouse/partner</p> <p><b>Housing:</b> The Housemaster and any family will occupy, free of rent and rates, the private side of the Boarding House. The Harpur Trust will pay all Council Tax, water and sewerage charges in respect of the Boarding House and in respect of the occupation of the private side. They will also cover the costs of all gas, electricity, coal and other fuel reasonable consumed in the Boarding House, including the private side, during both school terms and holidays. They will provide a cooker, refrigerator, washing machine and deep freezer for use by the Housemaster and family, and will provide reasonable carpets and curtains and meet the costs of reasonable decoration of the interior and exterior of the Boarding House, including on the private side, at the discretion of the School.</p> <p><b>Role Summary:</b> The Housemaster is responsible to the Head Master for all aspects of the functioning of the Boarding House of which he or she is in charge. They are responsible for the welfare of the boys under their charge and for the day-to-day management of house staff. They are expected to run the house in accordance with agreed school practice as part of a collegiate housemaster body.</p>
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Main duties and responsibilities	<p>You are expected to act in accordance with the aims, policies and administrative procedures of the School.</p> <p>This job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment. The main duties and responsibilities of the Housemaster are as follows (this list is not exhaustive):</p> <p><b>Boarding Housemaster role</b></p> <ul style="list-style-type: none"> <li>• Oversee the personal and academic development of all the boys in his/her care</li> <li>• See that good discipline is maintained</li> <li>• Make all the necessary domestic arrangements for the comfort, health and welfare of the pupils in the Boarding House</li> <li>• Appoint House Matrons and other staff as required to run the Boarding House efficiently.</li> <li>• Undertake performance reviews for the Boarding House staff, ensure that training requirements are reviewed and liaise with the Head Master/Senior Boarding Housemaster/HR accordingly should any staffing issues arise.</li> <li>• Ensure that the Boarding House is always properly and efficiently staffed and oversee the Assistant Houseparent, cleaning staff and pastoral staff on duty in the evenings</li> <li>• Conduct all ordinary correspondence with parents and others concerning the health and welfare of boarders at the Boarding House</li> <li>• Ensure that all furniture, equipment and fittings in the Boarding House, including the private side, remain in good repair and condition (fair wear and tear excepted) and to arrange for all required maintenance</li> <li>• Keep proper accounts of all expenditure of the Boarding House paid either out of any specific House Account, or for other items invoiced directly to Bedford school, and processes invoices for payment. To pass on the Boarding House accounts for the purpose of audit and make available for inspection all books of account vouchers. To pass sheets and other material documents as required by the Bursar.</li> <li>• Keep accurate records of expenditure from the students' disbursement deposits and provide these records to bursary staff</li> <li>• Maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information</li> <li>• Undertake all reasonable requests and directions made by, or on behalf of, the Governors to promote the interest of Bedford School and of their Boarding House</li> </ul> <p><b>Teaching role</b></p> <p>All Boarding Housemasters are also subject teachers and will have an allocated teaching timetable as part of their role (with a reduction in the number of periods per week that teaching staff usually undertake).</p> <p>A. Teaching:</p> <ul style="list-style-type: none"> <li>• Uphold the Department's high standards of preparation, teaching and discipline.</li> <li>• Support the work of the Department to ensure the highest possible levels of achievement.</li> <li>• Plan lessons in accordance with the Department's schemes of work.</li> </ul>

- Contribute to the development, evaluation and monitoring of the policies, syllabuses and schemes of work of the Department.
- Liaise with relevant colleagues on the planning of work for collaborative delivery.
- Monitor, track and being aware of boys' prior levels of attainment and maintain records.
- Set and mark examinations and other forms of assessment.
- Use ICT within the curriculum.
- Contribute to Departmental activity beyond the curriculum.
- Establish high and appropriate expectations for learning, motivation and presentation of work.

**B. Assessment, Recording and Reporting:**

- Maintain plans of lessons undertaken and records of boys' work.
- Set and mark homework paying due regard to the policies in the Chemistry Department Handbook.
- Provide constructive oral and written feedback, with clear targets for future learning.
- Report on pupil progress in line with School policy and as specified in the published calendar.
- Keep parents informed of boys' progress at parents' evenings, and other means as appropriate.

**C. Pastoral Care:**

- Be fully conversant with, and apply, the School's child protection policy and all related issues.
- Promote good attendance and monitoring it in accordance with School policy.
- Promote the general progress and well-being of boys' in your care.

**D. Professional Standards:**

- Support the aims and ethos of the School.
- Treat all members of the School community with respect and consideration.
- Treat all boys fairly, consistently and without prejudice.
- Set a good example to boys in terms of appropriate dress, punctuality and attendance.
- Participate in the School's extracurricular programme.
- Take responsibility for personal professional development within the School's CPD programme.
- Attend all departmental and staff meetings.
- Attend Parents' Evenings, New Parents' Day.
- Ensure that all deadlines are met as published in the School calendar.
- Take responsibility for matters relating to health and safety.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

This job description is not exhaustive and the job holder may also be expected to undertake such other comparable duties as may be required from time to time. These details may be amended at any time by agreement, but in any case will be reviewed through the appraisal process.



## Person Specification – Boarding Housemaster

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	<b>Essential</b>  These are qualities without which the Applicant could not be appointed	<b>Desirable</b>  These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	<b>Method of assessment</b>
<b>Qualifications</b>	Degree or an equivalent qualification from a recognised university either in the UK or overseas	PGCE / QTS  Further qualifications in boarding	<i>Certificates</i>
<b>Experience</b>	Experience of pastoral care of children in an educational environment  Experience of working with children in a residential setting  Knowledge and understanding of the requirements of teaching at secondary level, including GCSE and A Level	Significant ongoing training in boarding	<i>Application form, references and interview</i>
<b>Skills</b>	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  Ability to work as part of a team  Demonstrative integrity	Ability to make a significant contribution to the School's extension co-curricular programme  A clean driving licence. A D1 minibus licence or a willingness to obtain one	<i>Application form, references and interview</i>

	Strong ICT skills, with an ability to use to use technology efficiently		
<b>Knowledge</b>	<p>Knowledge and understanding of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of an independent boys' boarding and day school</p> <p>Awareness of current best practice in boarding</p>		<i>Application form, references and interview</i>
<b>Personal competencies and qualities</b>	<p>Commitment to the safety, health and well-being of children and young people</p> <p>Tact, patience and empathy in dealing with individuals</p> <p>Pragmatism and a 'can do' approach</p> <p>Commitment to professional development</p> <p>Flexible, adaptive and persuasive</p> <p>Resilient, robust and personable</p> <p>Ability to prioritise and remain calm under pressure</p> <p>Committed to the ethos of an independent boarding school, including weekend and evening commitments</p>	<p>Able to advise pupils, parents and staff insightfully</p> <p>Interest in continuing professional development of self and other staff</p> <p>A perceptive understanding of teenagers and their needs and expectations</p>	<i>Interview, observed lesson and references</i>