



Bosworth
Independent
School

Bosworth Independent School Job Application Pack



A Message from the Head:

I am delighted that you are considering working with us at Bosworth Independent School. Bosworth is a special place, and I hope that some of the ‘Bosworth magic’ shines out through these pages. They certainly contain lots of information, which I hope will be useful as you consider submitting an application to work with us.

All members of staff here, irrespective of their role in the organisation, are committed to ensuring that Bosworth is a place where every student flourishes and achieves their very best. We take student wellbeing seriously and safeguarding is our overarching priority. All employees understand that and those who wish to work with us will accept this too.

Bosworth is a dynamic, vibrant place to work. We are proudly global in outlook and makeup; our staff and students are drawn from many countries, speak a staggering number of languages and are proud of the cultures which shape them. Our task is to allow students to flourish while they're with us, and to set them up for success in their lives beyond Bosworth. Our students are bright, engaging and a delight to spend time with; they have a positive attitude to learning, are well behaved, ambitious, kind and fun.

Teachers here at Bosworth are subject specialists and passionately committed to supporting students to attain their very best. They know their pupils well, which is possible because of our small class sizes but - more importantly - because they care deeply about the students and consistently tailor their teaching to a student's individual needs and strengths. We offer exceptional pastoral care to our students and are on-hand to celebrate their achievements and to walk alongside them when times are hard.

Candidates who feel that a visit to the school would help them decide whether to submit an application are very welcome to come for a tour and see the school in action on a typical day. Please email info@bosworthschool.co.uk to arrange that.

We look forward to receiving your application.

Tony Oulton, Headmaster





About Bosworth

Established in 1977 as a small tutorial college, today Bosworth is a growing independent school in the UK, catering for boarding and day students from Year 7 upwards.

Bosworth is a growing school with just over 230 students on roll currently, the majority of whom are boarders from overseas, though the school has a small cohort of day students who benefit from being at a school that is proudly international in character. We pride ourselves on the individualised support we give to our students across all Key Stages. Staff know students well, care deeply, and are committed to doing their utmost to ensure every student thrives and attains their very best.

Our high-quality teaching, excellent academic results, established university links, and caring and supportive environment are just some of the stand-out features of the school, as well as our diverse student body and central location in Northampton, at the crossroads of the United Kingdom. We pride ourselves on being a non-selective school with a proven track-record of getting students great outcomes and putting them on a trajectory to success.



Our curriculum and courses of study

Our curriculum is deliberately broad and balanced, and supplemented with a range of co-curricular activities, academic enrichment as well as a programme of educational trips and visits.

Providing academic programmes for ages 11-19, Bosworth ensures an academic pathway that works for every student. There are very few restrictions on subject combinations at GCSE and A Level and, with average class sizes of eight, each student gets the individual attention they require to reach their academic potential.

At Key Stage 3, students enjoy an innovative and challenging curriculum designed to build every student's comprehensive knowledge and develop their character. Students are motivated and supported to employ their learning creatively and flexibly as they strive for academic excellence. Our broad curriculum creates a strong academic foundation, instills academic skills and sparks their curiosity in preparation for future specialisations in Year 10 and Year 11. At Year 9, Business Studies and Social Sciences are introduced to expand students' knowledge and increase their options at GCSE and beyond.

“This is an ideal environment to grow as an educator, whether you are starting your career or changing from an existing one”.

”
Dan Mattock
Teacher of Science & Head of Year

Taught by highly qualified academics, students are well prepared for success in public examinations as well as for entrance to top universities, competitive courses and subsequent career opportunities

Our aim is to develop confident, independent learners with strong personal values and self-belief, who realise their full potential.

Beyond academic learning, students are encouraged to engage in learning that builds a well-rounded set of skills. Students have daily personal tutor sessions as well as weekly PSHE lessons to support their wellbeing and underpin their social and emotional learning.

Our students

Our students are drawn from across the world and, together, they speak over 30 languages. We value each of them for the individual heritage, experience and history they bring to our diverse, global, multicultural community.

While it's impossible to accurately summarise a group of young people as diverse as our student body, there are some traits that characterise a Bosworth student: they are hard-working, motivated, and interested in their learning, which makes them a delight to teach; they are curious to know more and will want to speak to their teachers about the subject beyond the curriculum; they are polite and respectful to staff and to each other, and their care and kindness is striking. They value the opportunities that a Bosworth education gives them, not least the chance to make friends from around the world and learn more about the cultures and countries their friends have been shaped by. They are interesting, fun and, along with our staff, are our best and most brilliant asset.

Beyond the classroom

Providing opportunities for learning beyond the classroom is key to our educational philosophy. Students select from a wide variety of activities in and out of school, which encourages them to nurture their talents, deepen their academic knowledge and broaden their horizons, hone important qualities like resilience and teamwork, as well as having fun. Clubs currently include Med Soc, Oxbridge, EPQ, Red Cross and Model United Nations, the Duke of Edinburgh's Award Scheme, Drone Club, Astronomy and Chess Club.

“

“Students are polite and hardworking. The diversity of the background of the students makes it a really interesting place to work”.

”

Lisa Punter

Head of Higher Education & Careers





Our staff

Staff who work at Bosworth are committed to the wellbeing and welfare of all students. Each of them does everything they can to ensure that students fulfil their potential.

A strong sense of collegiality exists in the staff body, and a genuinely friendly, supportive atmosphere is something that staff frequently comment on. This exists within and across departments; anyone who needs anything knows they can ask colleagues for help and get it.

The school is a safe and pleasant working environment. Free lunches are available for all staff and the quality of food is excellent as well as varied. There are a variety of social events for staff organised throughout the year, which include Christmas and Summer socials and 'Cake Fridays' in the staff room which mark the end of the working week.

Staff show deep respect to one another, and know that they are highly respected for the qualified professionals they are. There is an enormous sense of professional pride that comes from knowing each day that young lives are being made better because of their effort and skill.

“Teachers have great subject knowledge and a desire to pass it on. We are committed to helping students be the best they can be. We’re supportive of each other and fun - there is a lot of laughter in the staffroom, but also a lot of support when people have problems, whether in or outside of work”.

Alison Barnes

The School Site

The school is spread over a wide range of buildings within easy walking distance of each other. The Newton Building is beautiful and houses the school's administrative function, the Grand Hall (used for assemblies, concerts and special events) and the majority of teaching rooms. The nearby Bosworth Hall building houses PE, Music and Drama, as well as the school's dining room, the student gym, and recreational space for students to relax and spend down-time with friends. The first floor houses a suite of state-of-the-art Science laboratories.

Our boarding community is currently housed in a number of houses near to the school. Each house has its own dedicated Houseparents, who care for the students who live there, ensuring that the residence is a comfortable and safe place where they can relax and study. The school has exciting plans to soon acquire a nearby former university halls of residence which will provide purpose-built, contemporary university-style living space for 250 students.



Professional development and career progression

We are committed to investing in the professional development of all staff. An annual programme of training ensures staff are continuously enhancing their skills and honing their craft.

Teachers benefit from subject specific CPD, access to external conferences and opportunities to network and share best practice with colleagues in local schools and schools within the CATS Global Schools Group.

Our location

Bosworth Independent School is a stone's throw away from the vibrant town centre of Northampton. A town with a rich history dating back to Saxon times, it grew as a strategically important settlement in the medieval era with a castle at its heart which played a key role in English history, including hosting Parliament during the 13th and 14th centuries.

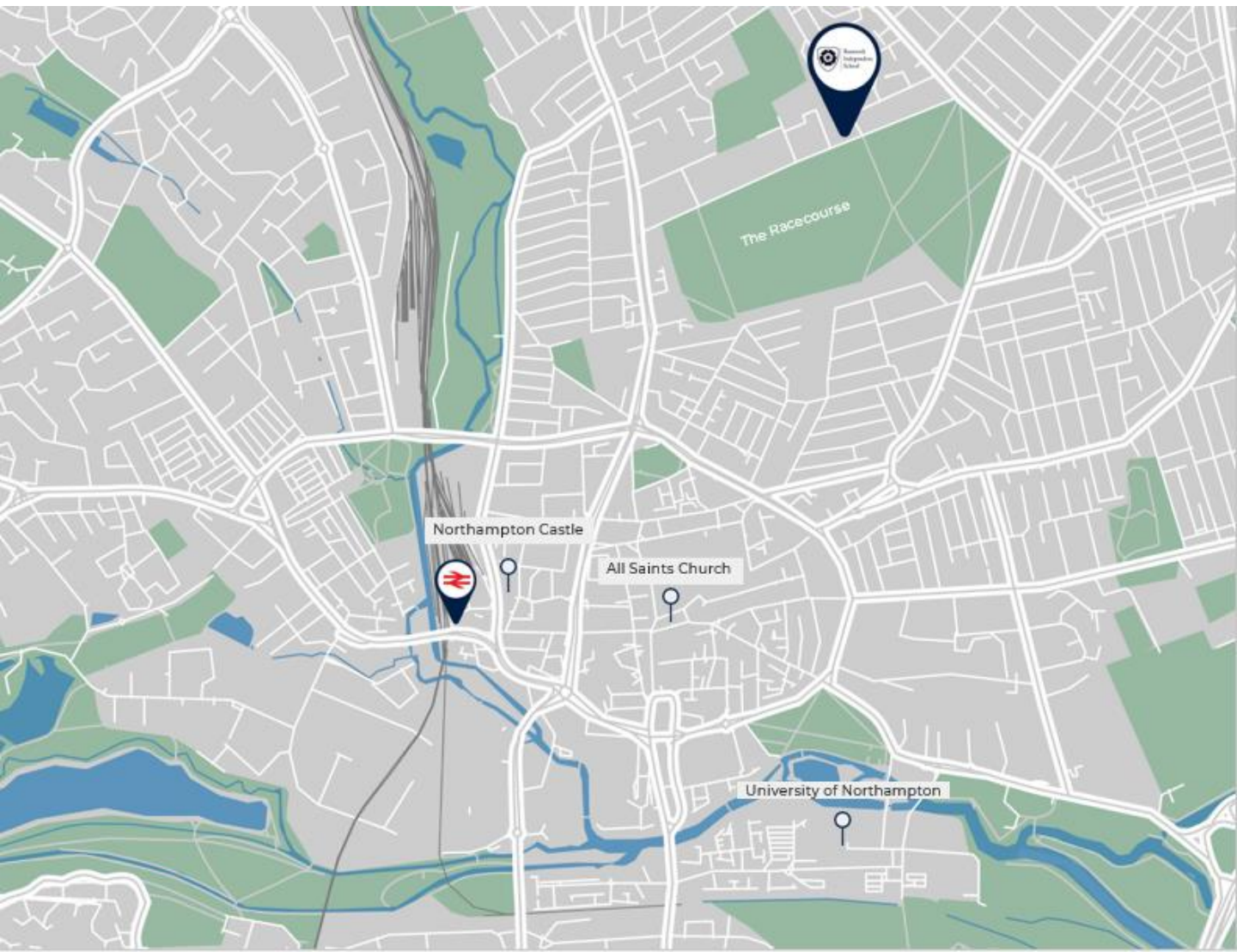
Devastated by a huge fire in the seventeenth century, it was rebuilt and rose to become a centre for the shoemaking and leather industry during the nineteenth and early twentieth century, features which shaped its industry and economy.

Designated a 'new town' in the 1970s, leading to its expansion and growth. Today it is a hub for logistics, business and education (the University of Northampton's main campus stands on the edge of the town centre), while retaining its historical heritage through features

like Northampton Castle, Delapre Abbey and All Saints' Church.

The M1 motorway is a couple of miles away from the school. The road network and the school's location on the edge of the town make it accessible and easy to reach. From Northampton train station, there are multiple trains per hour that land passengers in central London in under an hour, and there are regular train services that connect with other metropolitan centres and larger cities across the UK. The London airports are close by, with London Luton Airport around a 30-minute drive away and Birmingham International airport around 45 minutes away.

While an urban campus, the school has an open feel with the Racecourse, a vast green space, directly opposite the school. Northamptonshire's many pretty villages, market towns and countryside are nearby.



Inspection reports

As an independent school, Bosworth is inspected by the Independent Schools Inspectorate. The school was last inspected by ISI in March 2025 and the report is available to read on the school's website.

The Deputy Head will work with the Head and the rest of the Senior Leadership Team to ensure that the school is always inspection-ready. They will also help to ensure that we are making strides to ensure our recommended next steps from the last inspection report are met and exceeded.

For another perspective, we really like the review from 'Muddy Stilettos' which captures the school well and can be found [here](#).

CATS Global Schools

Bosworth Independent School is a proud part of CGS, a global community of independent boarding schools, international high schools, an Arts School and English language schools preparing students aged 2 to 18+ for their next destination. More information about our network of schools can be found here: <https://catsglobalschools.com/>

Safeguarding

Bosworth Independent School is dedicated to safeguarding and promoting the welfare and well-being of children and young people. As such, appointment is subject to the satisfactory completion of safer recruitment employment checks in line with KCSIE guidelines. This will include satisfactory references, enhanced DBS from the Disclosures and Barring Service and, where applicable, any international equivalent being obtained. Shortlisted candidates will be required to complete a criminal declaration form and be subject to online checks which may include social media presence.

Benefits of working with us

All CGS employees have access to a range of benefits, which include:

- Cycle to work Scheme
- Tech Scheme
- Car Scheme
- Free flu vaccine through Healthshield
- Free eye tests
- Financial wellbeing support via WageStream
- Employee Assistance Programme
- Group income protection
- GP24: GP Access for all
- Health Cash Plan
- Death in Service
- Long service awards
- Employee referral scheme
- Enhanced Maternity and Paternity pay

In addition, at Bosworth Independent School all staff can enjoy:

- Free lunches
 - Free, secure parking on-site
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Job Overview

Boarding Houseparent

INTRODUCTION

Working as a Boarding Houseparent is a deeply rewarding role, rooted in care, connection, and the everyday moments that help young people feel safe, valued, and at home.

This job description reflects the expectations set out in key national frameworks that shape high-quality boarding practice. While not an exhaustive or definitive list, these standards provide a strong foundation for your work and guide the safe, compassionate routines at the heart of excellent boarding provision.

Being a Houseparent is a fulfilling and meaningful role, one that offers daily opportunities to shape students' experiences, nurture their confidence, and contribute to a warm, inclusive community where every young person can thrive. These standards help us create a nurturing environment in which every student feels known, respected, and supported to flourish.

OVERVIEW OF THE JOB

You will be a supervising adult presence in the Boarding House, committed to ensuring the health and well-being of our boarding students, while assisting them in their daily lives. Working on a two-week shift pattern. Weekday hours when on duty are evenings and mornings, and each two-week shift contains a weekend on duty.

ACCOMMODATION

During your duty shifts, you will stay in the accommodation provided so you can be present and available to support students. Meals are provided during these periods, giving you the opportunity to dine with students and strengthen the sense of community.

REPORTS TO

You will be directly responsible to the Head of Boarding. You will work within the framework set by the Headmaster and under the Headmaster's general direction.

Regulatory Framework Referenced in this Job Description	Acronym
Boarding Schools' Association Standards	BSA
National Minimum Standards for Boarding Schools	NMS
Independent Schools Inspectorate Framework	ISI
Keeping Children Safe in Education	KCSIE
UKVI Student Sponsor Guidance	UKVI
Safer Working Practice Guidance	SWP
Prevent Duty Guidance	Prevent Duty
Children Missing Education Guidance	CME
Equality Act 2010	Equality Act 2010
Health & Safety at Work Act 1974	H&S Act 1974
Working Together to Safeguard Children	WTSC

Overview of the Role	Standard(s)
Be a supportive adult presence within the boarding house, committed to promoting student wellbeing and creating a safe, caring environment.	NMS 2
Assist students through their daily routines as part of a two-week duty rota, being present during mornings, evenings, and alternate weekends to support their wellbeing.	NMS 12
Live in the accommodation provided while on duty so you can be present, supportive, and fully available to meet students' needs.	NMS 10
Report directly to the Head of Boarding and operate within the wider framework established by the Headmaster to support effective boarding provision.	NMS 13
1. Student Care & Daily Routines	
Provide warm, consistent care to help students feel safe, settled, and supported within the boarding community.	BSA 4.1 / NMS 2 / ISI Part 3
Guide students through wake-ups, meals, roll calls, prep, and bedtime routines, teaching and reinforcing the behaviours needed for a respectful, well-run boarding community.	BSA 4.3 / NMS 12
Help students develop confidence and independence by supporting good habits around uniform, personal appearance, hygiene, washing clothes, and managing laundry.	NMS/6BSA 4.1 / ISI Part 3

Encourage positive behaviour using fairness, kindness, and restorative strategies that promote safety, respect, and personal responsibility.	BSA 4.7 / NMS 6
Help maintain a homely, respectful, and inclusive boarding environment that supports students' comfort and sense of belonging.	BSA 6.1 / Equality Act 2010
Design a varied range of evening and weekend activities to ensure boarders are engaged, entertained, and positively occupied.	BSA 8.1/NMS 8/ISI Part 3
Keep notice boards fresh and vibrant, displaying student-created artwork to celebrate their contributions and create a warm, homely feel throughout the house.	BSA 6.1/NMS 10/BSA 4.1/ISI Part 3
Carry out wake-ups, room checks, prep supervision, device submission, and curfew monitoring in line with boarding procedures.	BSA 10.3 / BSA 4.3
Respond calmly to illness, emergencies, or concerns within the boarding house, seeking assistance when needed and reassuring students.	BSA 4.4 / NMS 4
Be a visible, supportive presence in the house so students feel safe, reassured, and well cared for.	BSA 4.3 / NMS 12
Support arrivals, departures, and induction routines, helping students feel welcomed, prepared, and cared for at every stage.	BSA 3.1 / NMS 2
Attend meetings, briefings, and training to stay informed and support consistent practice across the boarding team.	NMS 15
Assist with activities, trips, and Summer School to enrich students' experience and strengthen the boarding community.	NMS 13 / BSA 8.1
2. Safeguarding & Wellbeing	
Place student wellbeing at the heart of your daily work in the boarding house, reporting any concerns immediately and appropriately.	BSA 5.1 / KCSIE / NMS 3
Build warm, trusting relationships with students while maintaining clear professional boundaries in line with safeguarding expectations and the residential nature of boarding.	BSA 5.3 / SWP
Respond calmly to any illness or injury, liaising promptly with the medical team and Health Centre to support student wellbeing.	BSA 4.4 / NMS 4
Stay aware of wider safeguarding risks, including online safety and Prevent, and respond appropriately when concerns arise.	Prevent Duty
3. Compliance, Exeats & Accommodation	
Keep accurate, daily records of routines, room checks, welfare observations, and incidents to ensure every student is supported and well cared for.	BSA 17.1 / NMS 17

Monitor sign-in/out, curfews, and student whereabouts, responding immediately and in line with procedures if a student is missing.	BSA 4.6 / CME / NMS 12
Carry out room checks while helping students develop good habits and take pride in their personal space.	BSA 10.3 / NMS 10 / ISI Part 5
Report maintenance concerns promptly so students can live and learn in a safe, comfortable environment.	H&S Act 1974 / BSA 10.5
Support UKVI responsibilities by helping maintain accurate attendance and address information for all students.	UKVI Sponsor Duties
4. Community, Culture & Enrichment	
Help nurture a friendly, connected community where students feel valued, supported, and at home.	BSA 6.1 / NMS 6
Support regular house meetings, actively encourage student voice, and help students develop confidence through leadership opportunities.	BSA 12.1 / NMS 2
Welcome new students and support them in settling confidently, helping them feel at home and cared for during their transition.	BSA 3.1 / NMS 2
Assist with activities, trips, and weekend events that help students feel engaged, included, and supported	BSA 8.1 / NMS 8
5. Parent & Staff Partnership	
Communicate sensitively and professionally with parents and guardians, keeping them informed and reassured.	BSA 4.1 / NMS 13
Work collaboratively with academic, medical, domestic, and pastoral staff, building strong relationships that benefit student wellbeing.	NMS 13
6. Ethics & Professional Conduct	
Treat every student with empathy, fairness, and respect, helping them feel valued and understood.	BSA 5.1 / ISI Part 3
Maintain professionalism and confidentiality at all times, in line with safeguarding and data protection expectations.	KCSIE / NMS 13
Ensure the boarding house remains a safe, welcoming, and supportive environment for all students.	BSA 10.3 / NMS 10
Keep safeguarding <u>knowledge current</u> by engaging with regular updates, training, and statutory guidance.	KCSIE Annual Requirement
Model integrity and professionalism, setting a positive example for students and colleagues.	NMS 13

7. Wider School Role	
Follow all school policies and the Staff Handbook to ensure safe, consistent practice.	NMS 13
Support the school's ethos and values, modelling them for students and contributing to a positive, caring culture.	NMS 1
Engage positively in CPD and performance review, embracing opportunities to learn and develop in your role.	NMS 15
Respond to reasonable requests from senior staff, working together to support students and the wider school community.	NMS 13
Show courtesy and respect to students, colleagues, families, and visitors, fostering kindness and connection across the community.	NMS 13
Person Specification — Essential Criteria	
A strong commitment to the wellbeing, growth, and personal development of young people.	NMS 3 / BSA 5.1
Warm, consistent supervision, and caring relationships that help students feel safe and settled in the boarding environment.	BSA 4.1
A calm, reassuring presence with the emotional intelligence needed to guide and comfort students when required.	NMS 3
Clear and confident communication in English, with the ability to connect effectively with students from a wide range of countries and cultural backgrounds.	NMS 13
Confidence in promoting positive behaviour, while calming and de-escalating situations with sensitivity.	BSA 4.7
Sensitivity to cultural diversity and inclusion, ensuring every student feels respected, understood, and valued.	Equality Act 2010 / BSA 6.1
Flexible and adaptable with working hours and shift changes to meet student needs and support colleagues.	NMS 12
Competence in Microsoft Office and digital systems, with the ability to use them confidently for communication, records, and daily boarding tasks.	NMS 13
Reliability, flexibility, and a proactive approach, demonstrating commitment to students' wellbeing and team support.	NMS 13
Understanding of safeguarding and safer working practice, with the confidence to recognise, respond to, and report concerns appropriately.	KCSIE / BSA 5.3
Commitment to promoting equality, celebrating diversity, and fostering a warm, welcoming environment for students and colleagues.	Equality Act 2010

Safeguarding Commitment

Bosworth Independent School is committed to safeguarding and promoting the welfare of children and young people. KCSIE / NMS 3



www.bosworthschool.co.uk