



BARNARD CASTLE SCHOOL

Boys' Boarding Housemaster/Housemistress For September 2024



INFORMATION FOR APPLICANTS

Welcome from the Headmaster

Dear Candidate,

Many thanks for taking the time to download this document. More details regarding this specific post are listed below; in particular the specific requirements, as well as details regarding the direction and vision we have for boarding and the high- profile nature of this position within the school.

We are looking at doing things differently at Barney, and we want to attract inspirational individuals who would like to join, contribute to, and help lead a school we believe is going places. We are confident, yet humble, serious, yet fun and ultimately ambitious: we want Barnard Castle School to be the best school in the North. To achieve this, we need a thriving boarding environment, and an inspirational leader to join an already outstanding team of HSMs who embody everything we want our boarders to be.

The boarding community is made up predominately of UK based pupils, with an international cohort who add a cultural vibrancy to the Houses. We aim to provide an environment in which pupils feel at home and where staff and pupils work together to forge strong relationships built on trust and respect.

I look forward to hearing from you.

Yours faithfully,



Tony Jackson
HEADMASTER



Welcome from the Head of Boarding

Dear Candidate,

There is an excitement around boarding at Barney. Despite the challenging times independent schools are facing, recruitment of boarding pupils at Barney is growing both from within our own school community and from areas beyond the locality.

The House system at Barney forms the bedrock of our pastoral care; our HSMs are prominent leaders within the school for their pupils and their families, and also for the teams of tutors they line-manage. The four Boarding Houses and five Day Houses compete fiercely across a wealth of competitions and activities, spanning sports and the arts, to ensure they are the House that 'Nails Up' in true Barney tradition at the end of each term. Despite this healthy competition, close relationships are at the heart of our community and our Boarding HSMs are role models in championing their pupils.

Our team of HSMs, matrons and tutors have created an environment that pupils aspire to part of; it is one of warmth and nurture, enthusiasm and House spirit and, overwhelmingly, a sense of family.

We envisage the successful candidate forming an integral part of this team; someone who understands what it means to be a Barnardian and who is going to help us develop our boarding provision further to be sector leading.

With kind regards,



Peter Lavery
HEAD OF BOARDING





The History of Barnard Castle School

Barnard Castle School has its roots in the medieval past and its eyes set firmly on the future. The school traces its origins back to the nearby Hospital of St John, which was an educational and religious community established by John de Balliol in 1229. He was also the founder of Balliol College in Oxford and his passion for learning remains central to our philosophy today. In 1883 with a gift from Benjamin Flounders, a Victorian philanthropist, and the proceeds of St John's Hospital, the present main School building was constructed. Tony Jackson, the school's tenth Headmaster, was appointed in September 2017 as "Barney" embarked on an exciting new era.

The School

'When you are steeped in little things, you shall safely attempt great things'

This motto perfectly sums up what **Barnard Castle School** - or 'Barney' as it is affectionately known - aims to do in preparing its pupils for life beyond its doors. Through creating an inspirational, compassionate and unpretentious environment, Barney aims to develop young adults with character. Our staff believe that our pupils should be confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, and are prepared to live, embrace and lead in an ever-changing world.

'Parvis imbutus tentabis grandia tutus'

The school has a genuine warmth amongst its **720 pupils** and **180 staff**, which fosters a strong sense of community and endeavour. It is highly unusual to find a school where pupils from Year 9 and Year 11 sit at a table for lunch together sharing a conversation, discussing their latest sports fixture or drama rehearsal. However, this attitude is ingrained in a Barnardian from very early on. The co-educational and cross-year group atmosphere starts in the journey from the Preparatory School (ages 4-11) right through to the state-of-the-art bespoke Sixth Form Centre in the Senior School (ages 11-18). A Barney pupil is quick to make someone else feel at ease, whether that is through simple encouragement or a warm smile.

Whilst we are extremely proud of what our pupils achieve academically, we also recognise the importance of preparing the next generations for an evolving and increasingly competitive global marketplace. To do this we focus on developing the individual character of every child, and during their journey with us, we aim to cultivate vital life skills through building relationships amongst the pupil body and teachers alike. Each pupil has a dedicated Tutor who meets with them several times a week to discuss anything from pastoral issues to academic progress.

We want our pupils to develop a prepared mind for life beyond school. This requires confidence, resilience and compassion, all built up over a period of time, and in a variety of ways, both within and beyond the classroom. It also requires that most important quality: humility. At our core is an unpretentious and humble outlook, and it is this combination of confidence and humility that allows our pupils to light up a room.

The School (cont'd)

We want teachers who believe in our purpose as educators and are proactive in immersing themselves in school life during term time. We would like them to role model the qualities we hope to instil in our pupils throughout their journey from the Prep School through to the end of the Sixth Form. Teachers are expected to take part in the extensive extra-curricular “Mind, Body and Soul” programme that runs between 4pm and 5pm and can choose to offer an activity that they are passionate about. We believe in fostering lasting relationships, and contact time with pupils outside the classroom is what makes the Barney difference.

The School is situated in its own extensive grounds on the outskirts of an historic market town, recently noted as being the safest in England, in an area of outstanding natural beauty. It is well-resourced and enjoys an enviable reputation for its pupils’ achievements on a broad variety of fronts. It is also in proximity to and enjoys close relationships with departments in the universities of Durham, York and Newcastle.

Continuous improvement and investment have produced a number of new buildings, including the MacFarlane Building which houses Physics and ICT, the Atha Fitness Centre, an extension to our Prep School including a new science lab and the new purpose built Sixth Form Centre.

Further details about Barnard Castle School may be found in the Independent Schools’ Yearbook and on the School’s website

www.barnardcastleschool.org.uk

Our Vision

- To be viewed as the leading independent co-educational boarding and day school in the North of England.
- To foster the concept that ‘Barney is for Life’, imbuing a real sense that to be a Barnardian is something special and life lasting.
- To make an impact: in Barnard Castle, County Durham and the wider world.
- To place the school in an even stronger position for future generations to enjoy all the benefits of a Barney education.

Our Purpose

- Through creating an inspirational, compassionate and unpretentious environment, we aim to develop young adults with character.
- They are happy, confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, who are ready and prepared to face, embrace and lead in an ever changing world.



NORTH

YORK

Job Description

Job Title:

**NORTHUMBERLAND BOARDING HOUSEMASTER /
HOUSEMISTRESS (HSM)**

Reporting to:

DEPUTY HEAD (PASTORAL)

The position of HSM is one of significant importance and responsibility. It involves oversight of all aspects of the academic and personal life of each child in a House and, as a result, the HSM is the focal point for all communication about the pupils in the House with parents and teachers. The HSM will grasp the opportunity to be a positive influence in young people's lives. The Houses are at the heart of the Barney community, and as such are vital in helping educate the students with the values and ethos of the School, as well as playing a strong role in building a cohesive and supportive community, which is at the core of the School's continuing development. The establishment of a culture which has the child at the heart is a pre-requisite.

The unique nature of senior boys boarding at Barney sees two Houses (York and Northumberland) situated under the same roof in the main school building. As such the houses share some facilities and staff. Both HSMs must work collaboratively to ensure parity in provision whilst maintaining each House's individual identity, and a healthy sense of competition.

Overall Responsibilities

Above all, there is an expectation of a HSM being a kind and compassionate person who is generous with their time, and responsive to the needs of the boys in their House. A list of expected responsibilities and duties can be neither definitive nor exclusive and the range of tasks facing a HSM may embrace incidents and situations which are not stated below, but require initiative to be shown. The expected responsibilities and duties, however, of a HSM include:

- Establishing and maintaining a sense of identity and a purposeful atmosphere within the House;
- Managing all pastoral and academic matters within the House under the guidance of the Deputy Head (Pastoral) and the Deputy Head (Academic);
- Developing, leading and managing a Tutor Team;
- Ensuring that all relevant information is communicated efficiently to pupils, parents, teachers and tutors involved with members of the House;
- Leading by example in academic teaching, pastoral management and involvement in extra-curricular activities;
- Managing all disciplinary matters within the House under the guidance and direction of the Deputy Head (Pastoral);
- Performing any duty that the Headmaster might reasonably expect a HSM to perform.



Specific Duties

Management of the Pastoral and Academic Care of the children in the House, including:

- Developing an environment and culture in which each boy is able to develop his talents and interests to the full, and can exhibit and develop leadership qualities while contributing positively to the House and the School community.
- Setting high expectations of academic work among the boys in the House, overseeing academic progress and supporting classroom teachers in encouraging high levels of effort and attainment.
- With Tutors, helping to provide the boys with effective guidance when they make important academic decisions, in particular at Year 11 and, with the Head of Sixth Form, to manage the University entrance process in a timely and effective manner.
- Implementing the School's behaviour policy effectively to maintain discipline within the House and creating an environment where all forms of bullying and anti-social behaviour are regarded as unacceptable.
- Ensuring the School's safeguarding policies on child protection, and health and safety are implemented effectively in the House.
- Liaising with the Deputy Head (Pastoral) over matters of significant concern about individual boys.
- Ensuring that boys new to the School are inducted, welcomed and supported appropriately.
- Communicating effectively with parents on all matters relating to their sons, both on an individual and collective basis.
- Nominating and managing the Head of House and House Monitors, ensuring that they fulfill their roles effectively and conduct themselves in an exemplary manner, promoting good conduct and pride in the House.
- Ensuring that children within the House participate in representing the House, displaying the appropriate behaviours and pride, in competitions throughout the year.
- Playing a key role in working with the children throughout their journey at the School, and taking a particular interest in the progression from Junior boarding and into Sixth Form.

Management of a Team helping to run the House, including:

- Ensuring there is appropriate adult supervision in the House at the appropriate times.
- Holding regular meetings with Tutors to monitor the progress of the boys and general pastoral or welfare issues in the House.
- Overseeing and managing the relationship of children with tutors to ensure that each child is given appropriate care and support by his tutor and that there is effective communication between the tutor and his tutees' parents.

Specific Duties (cont'd)

Working closely with Tutors and Matrons to ensure that:

- All children are registered effectively in the morning, afternoon and evening;
- Children fulfill all their commitments at School;
- The children always behave in a civilised manner, respecting each other and the facilities and equipment provided for them;
- All pupils have adequate time to complete prep, engage in activities and benefit from a full night's sleep.
- Children follow the School's rules and policies;
- The fabric and furnishings of the House bedrooms and common rooms are well cared for and well maintained
- A system of rewards and sanctions, in accordance with School standards, operates effectively.
- To ensure that all facilities in the House are well presented.
- Ensuring that Tutors attend Chapel regularly and that there is always a House staff presence.
- To liaise with other boarding HSMs to ensure parity of daily routines and protocols.
- The position is residential and the HSM will be required to live in the accommodation as specified by the Headmaster during term.
- In periods of absence from the House during term, the HSM will arrange cover and all such absences should be pre-approved by the Headmaster.
- Appraising Tutors and helping guide them in their professional development under the direction of the Deputy Head (Pastoral) and Headmaster.



Specific Duties (cont'd)

Other duties:

- Ensuring that House comments on Assessments and Reports are constructive and show a knowledge of children's demeanour, interests and social development as well as academic progress.
- Maintaining comprehensive records on each child within the House.
- Proof-reading reports of Tutors within the Tutor Team, making amendments where necessary.
- Ensuring own comments display a good depth of knowledge about each child's social, academic and character development.
- Ensuring the House Handbook is kept updated and relevant.
- Working with the Registrar with reference to prospective pupils and marketing of the House.
- Recognising the importance of the role in helping with the marketing and admissions process of the School, by meeting prospective parents and students when required.
- Communicating effectively with boarders, parents, Tutors and the Deputy Head (Pastoral) or Deputy Head (Academic) about any significant matter within the House.
- Arranging, with the Chaplain House Services to be held once every 5 terms.
- Attending Parents' Meetings and be available for consultation.
- Attending HSM and Boarding HSM Meetings and take an active part in the pastoral development of the School.

Support

The HSM will be appraised by the Deputy Head (Pastoral), but routine communication will be on-going. These meetings are to discuss progress/challenges within the House, the HSM's career development and future aspirations. The tenure of the HSM is 8 years. This has the potential to be extended in consultation with the Deputy Head (Pastoral), the Second Master and Headmaster, but will not exceed 12 years. The role of an HSM is a time consuming and demanding one. As a consequence, the HSM will not hold the position of an Academic Head of Department and/or management role concurrently save in exceptional circumstances.

On appointment, the HSM will be partnered with an existing HSM who will mentor them through their first year. In addition to their mentor, advice and guidance can be sought from the Deputy Head (Pastoral), Second Master and the Headmaster. Professional development is encouraged and will be discussed as part of the HSM's Performance and Development review.

In addition to base salary, the position comes with a Boarding HSM Allowance and reduced teaching load, as well as accommodation attached to the boarding house.

Recruitment Process

Barney Application Process:

If you feel that you can meet the above requirements, then please submit a letter of application along with the Barnard Castle School application form to the Headmaster. Only applications containing the requested information will be considered.

Applications should be sent to:

Mr A C Jackson

Phone 01833 696098

Headmaster

Fax 01833 638985

Barnard Castle School

County Durham

E-mail

DL12 8UN

Closing date for applications: Friday 1st March 2024 at 9.00am

Interview dates: TBC

Information about Interviews:

Applicants should read carefully the application procedure – guidance for applicants, Policy on the Recruitment of Ex-offenders and the Disclosure policy and the Safer Recruitment policy.

Barnard Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and all applicants will undergo child protection screening, including checks with past employers and an enhanced DBS and Barred list check with Disclosure and Barring Service.

Barnard Castle School is an equal opportunities employer.

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PARVIS IMBUTUS

TENTABIS GRANDIA TUTUS

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