



Assistant Head (Boarding)

April 2024 or earlier

Candidate Information Pack



Welcome

Thank you for your interest in this role. I hope that over the next few pages of this information pack you get a flavour of the College and the shared values our community is built on. We occupy a beautiful campus in the heart of Dover, with buildings dating back to the 12th Century. But there is nothing ancient in our approach to education. Our vision is centred around the following principles:

Small is beautiful! The values of the family run through Dover College. Our class sizes allow us to nurture confidence, encourage inquisitiveness and celebrate individual achievement.

We are academically ambitious. We take the time to really get to know each child so that the right balance of challenge and support is in place based on their needs.

We think differently. Our distinctive curriculum, connecting Early Years right through to Sixth Form, focusses not only on achieving excellent results but also developing inquisitive and creative minds ready for the challenges ahead.

We offer an all-round education. We encourage internationalism, democracy, care for the environment, adventure, leadership and service.

We are international and local. We welcome pupils from across Europe, Africa, Asia and the Americas, encouraging everyone to be inclusive, unprejudiced, cosmopolitan and outward looking.

Whether you are applying for a teaching role, or one within our support services, your contribution to our team will be immensely valuable.

Simon Fisher
Headmaster



Safeguarding

At Dover College, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff.

We have created a culture in which pupils, staff, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that appropriate and effective action will be taken.

Our Safeguarding Policy and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of our School, in term and out of term time. We expect everyone working in, or for, Dover College to share responsibility for keeping children and adults at risk safe from harm and abuse, and to report any concerns to our Designated Safeguarding Lead or a member of our Safeguarding Team.

We have robust procedures in place for visitors to the site and carry out full recruitment checks on any adult who spends time regularly with our pupils. We have created our recruitment and selection policy to ensure Safer Recruitment practices are carried out throughout the College and these are applicable to all staff.

Pupil welfare issues are addressed through the dedication of staff to the ethos of the College. The pupils are taught and regularly updated on how to stay safe, including on-line and with their peers, and the staff have termly safeguarding updates.

Our Safeguarding and Child Protection Policy can be accessed [here](#).



Boarding

Senior School pupils at Dover College, day and boarding, belong to one of five day houses (Duckworth, Leamington, Priory, School House or St Martin's). Those joining Shell (Year 7) spend their first year in Priory House, where the focus is on settling into the routine of their new school. They then progress into their senior house, where they remain for the duration of their time at the College. There are four boarding houses (Ash, Beech, Cherry Tree and Maple), between them accommodating over 100 boarders. All boarders are allocated a single room. Sixth Form boarders are typically accommodated separately from young pupils, affording them greater independence in readiness for life beyond school.

Our house system retains a traditional strength and encourages loyalty which grows from security within a close-knit community of manageable size. There is a full range of inter-house competitions, at junior and senior levels, throughout the year. Notable among these are House Music, House Drama and various sports tournaments. These offer a particular opportunity to those who do not play in the major school teams. The great majority of pupils naturally find a number of ways in which they can contribute to the life of their House, and such participation is warmly encouraged.

Central to the life of the boarders is the house team. This includes their Matron, who plays a critical role in managing the day-to-day running of the House and helping the Houseparents with the pastoral care of the pupils.

The Houses all contain common rooms, changing facilities, and kitchens for the pupils' use. Sixth Formers also have use of the Sixth Form Centre and a dedicated study space above the College Library. Whilst they will register with the Head of Sixth Form in the Sixth Form Centre, Sixth Form pupils remain a member of their House in all other respects.







Assistant Head (Boarding)

Dover College is a highly successful co-educational, boarding and day school of circa 330 pupils. Around a third of our pupils are boarders, drawn from the UK and countries around the world.

We seek to appoint an **Assistant Head (Boarding)** to join our Senior Leadership Team in April 2024 or earlier. The successful candidate will take responsibility for the leadership of our boarding provision and will assist with the leadership of our wider pastoral provision. They will also become houseparent of our largest boarding house. The position could be combined with a teaching role at the College, but we are willing to receive applicants from non-teachers.

This is a residential role. Generous family-sized accommodation will be provided.

We are committed to the safeguarding of children.

All employees must have the ability to understand and adhere to Child Protection and Safeguarding legislation. Our Safeguarding Policy is available [here](#).

To apply: please complete a teaching staff application form by emailing hr@dovercollege.org.uk

Closing date for applications: Friday 24th November 2023*

Interviews will likely take place during week commencing 27th November 2023.

*We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to submit an application as soon as possible.



PREPARED: SF/TT	REF: Assistant Head (Boarding)
APPROVED: SF	REVISION: 001 DATE: October 2023

JOB PROFILE

REPORTING TO: Headmaster

PURPOSE OF JOB: The Assistant Head (Boarding) is responsible to the Headmaster for all aspects of the care of the boarders and is supported in this by the resident staff (evenings and at weekends), as well as the Facilities, Medical, Catering and Cleaning staff.

KEY RESPONSIBILITIES

GENERAL	AREAS	OF	RESPONSIBILITY
<ul style="list-style-type: none">• To promote and safeguard the welfare of pupils at all times• To comply with the School's Safeguarding and Child Protection policy and ensure that any concerns relating to the safety or welfare of children are reported to the Designated Safeguarding Lead• To act professionally at all times, setting a good example to children through high standards of presentation and personal conduct whilst contributing positively to effective working relationships within the school• To develop the social and communication skills of children and provide a safe and secure environment in which the child can learn• To keep up to date with pastoral care policies of the School and remain sufficiently aware of any personal problems of individual pupils• To act consistently, in a calm and supportive manner with colleagues• To promote the highest possible standards of teaching and learning which meet internal and external quality standards so that as many children as possible can become successful independent learners• To attend staff meetings, open days, briefings, assemblies, INSET days, parent consultations and other school events, as required• To undertake other specific duties which may, from time to time, be reasonably requested by the Headmaster or Deputy Head (Senior School)• To cover for absent colleagues, when required, as organised by the Deputy Head (Senior School)• To meet all deadlines for the efficient running of the school (e.g. reports, planning etc.)			

KEY RESPONSIBILITIES (CONTINUED)

- To maintain an orderly and purposeful atmosphere in the classroom and around the school and to check the attendance of pupils
- To ensure good management, sense of order and tidiness of the classroom so that the children may develop a sense of responsibility and pride in their classroom
- To ensure that all pupils adhere to the School rules
- To create an atmosphere of trust and co-operation between home and school by working and communicating with parents/carers
- To notify the school about personal absence and gain permission from the Headmaster for any intended absence
- To participate in any arrangements that may be made for teacher appraisal
- To be responsible for their personal punctuality and wearing of appropriate dress

SPECIFIC AREAS OF RESPONSIBILITY AS ASSISTANT HEAD (BOARDING)

- As a member of the College's Senior Leadership Team (SLT), play an active role in the day-to-day running of the school and attend weekly SLT meetings
- Ensure that the College's boarding provision meets or exceeds the National Minimum Standards for Boarding and other relevant published best practice
- Take responsibility for the good management of the duties of the residential staff in so far as they relate to the boarding houses, including the efficient management of the four houses duty rotas, ensuring fairness and equity in the distribution of duties and organising cover as necessary
- Work in consultation with other staff as appropriate, in particular the day and boarding house parents, those who lead the academic care of the children and the Director of Finance and Operations
- Act as the central link between the boarders and the teaching staff, ensuring awareness of all significant concerns among the teaching staff with regard to boarders and to communicate to subject teachers or to the tutors who work within the pastoral system, any matter of significant concern within the boarding houses
- Complete regular safeguarding training and become one of the School's Deputy Designated Safeguarding Leads, with particular regard to boarders
- Oversee the consistent use of rewards and sanctions for setting and maintaining appropriate standards of behaviour and mutual care across the four boarding houses
- Take the lead in dealing with more serious behavioural issues, in liaison with the Deputy Head (Senior School)
- Ensure that there is effective communication between boarding parents and the relevant house parents, both directly and through more informal methods (e.g. house newsletters)
- Chair regular Boarding Committee meetings with representatives from each boarding house, to discuss any matters of importance and ideas
- Chair a weekly meeting of house parents to ensure that routines are understood, to discuss any matters of significance with regard to the pupils' welfare and to seek continuous improvement to the College's boarding provision
- In conjunction with the Director of Admissions and Marketing and the Headmaster, assist in the admission of pupils into boarding, including meeting with prospective parents
- Work with the Director of Co-Curricular to ensure a regular and varied provision of evening and weekend activities and trips for boarders

KEY RESPONSIBILITIES (CONTINUED)

- Create and maintain all relevant policy and other documentation, including house handbooks and all documentation and policies relating to inspection of the boarding houses (National Minimum Standards for Boarding), Boarding House Self Evaluation Form (SEF), logs of staff training and risk assessments
- Organise, in conjunction with the Catering Manager, of all matters relating to the feeding of the boarders
- In consultation with the Director of Finance and Operations, oversee the effectiveness of domestic arrangements for boarding, including cleaning and laundry
- Ensure that boarders and residential staff are fully aware of the routines for safety in the event of a fire, conducting fire evacuation practices at appropriate times and reporting them to the Estates Manager and Security, Health & Safety Advisor
- Oversee budget requests to the Director of Finance and Operations in relation to the boarding houses and ensure that house budgets are managed throughout the year
- Ensure that all boarding house maintenance needs are reported to the Estates Manager and ensure the care of all School property by the boarders
- Liaise with the house parents to ensure that the boarding houses are ready for children on their return and left tidy and secure after the end of term
- Undertake an annual self-assessment of Boarding and create a development plan for the forthcoming year
- Assist the Headmaster in appointing all members of the boarding house staff team, taking responsibility for their induction into the routines of the boarding houses
- Monitor the performance of all members of the boarding house staff and for supporting them in maintaining the highest standards of care

SPECIFIC AREAS OF RESPONSIBILITY AS TEACHER (IF APPLICABLE)

- Teach one or more subjects
- Ensure the safety of pupils at all times, particularly within the studio or workshop, in line with the College's Health and Safety Policy and relevant legislation
- Set appropriate targets for children in line with the assessment policy
- Provide weekly and medium term plans for all subjects taught. These should be in line with the school's Connected Curriculum. Plans should indicate the intended learning objectives and success criteria
- Embed in your planning the skills needed in order to fully enable children to develop their creative, critical and collaborative thinking skills and higher-order reasoning skills
- Be familiar and up to date with the requirements of the National Curriculum
- Keep informed of current curricular and syllabus changes by attending the necessary meetings, undertaking INSET courses and reading widely
- Provide opportunities such as field trips for pupils to develop their skills outside of the classroom
- Make adequate differentiated provision within the teaching plans for the full range of ability within every class in order to maximise the learning opportunities for each individual pupil
- Ensure that pupils derive as much satisfaction as possible from the lessons and make the maximum progress possible
- Maintain an overview of the welfare, academic achievement and behaviour of all pupils in your class, communicating with the Head of Department or Deputy Head (Senior School) as appropriate, about any concerns
- Ensure that the general standard and presentation of work is in accordance with expectations of the school

KEY RESPONSIBILITIES (CONTINUED)

- Follow the assessment and record keeping procedures in order to monitor pupil progress and attainment
- Maintain good communicative relationships with parents and keep and distribute records of any meetings and conversations
- Provide termly reports in accordance with the reporting schedule
- Provide feedback at parents' evenings
- Set prep according to the timetable and in such a way that it is helpful to the pupil
- Mark children's work promptly and thoroughly
- Use all learning resources effectively (including ICT)

PERSON SPECIFICATION

ESSENTIAL

- A commitment to the School's ethos and aims including an ability to show empathy and compassion
- A commitment to prioritising safeguarding and the welfare of children
- A genuine wish to work for and with children aged 11 – 18 and support them in their development and progress
- Able to work successfully as a member of a team
- Strong administrative skills with associated IT skills
- Evidence of an interest in further professional development
- Excellent organisational, interpersonal and communication skills
- A warm and caring personality
- Resilient, resourceful and an enthusiastic promoter of the benefits of boarding
- An ability to problem-solve using a consultative and inclusive approach

DESIRABLE

- Qualified Teacher Status if able to offer teaching
- A qualification from the Boarding Schools' Association or similar accredited organisation
- Successful experience of leading or being a senior member of a boarding environment, preferably for children aged 11 – 18
- Experience of working in an independent school environment
- Experience in using technology (iPads) in teaching
- Middle or senior leadership experience



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