



BARNARD CASTLE SCHOOL

Deputy Head (Pastoral)

FOR SEPTEMBER 2024



INFORMATION FOR APPLICANTS

Welcome from the Headmaster

Dear Candidate,

Barnard Castle School is seeking an outstanding individual to be Deputy Head (Pastoral) for our thriving day and boarding school, which has remained at the forefront of girls' and boys' education for over 140 years. Whilst the school retains a strong academic record, its focus continues to be on developing life skills and nurturing each individual character. This is something that as a school, we take great care and pride in.

The school is renowned for its outstanding pastoral care, and this key role will lead this most important aspect of the school's provision. The successful candidate will be a driven, ambitious and inspiring individual, and will possess the skills to lead the proactive nature of the school's pastoral provision, recognising the ever-changing world in which our pupils are growing, developing and learning. They will also have the emotional intelligence to deal with the myriad of complex issues that can arise on a daily basis with children, staff and parents.

We are looking for a Deputy Head (Pastoral) who can contribute to our Senior Management Team and, with our Board of Governors, deliver the school's objective of being the leading independent school for pastoral care.

Barney is an exciting and hugely rewarding place to be, and I look forward to receiving your application.

Yours faithfully,



Tony Jackson
HEADMASTER



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.

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.

Our Vision

- To be viewed as the leading independent co-educational day and boarding 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.
- For this environment to be fostered, we must aim to maintain and build upon the following five key features which are central to our school's DNA.

Our Key Features

Journey

We take pride in, and are privileged to provide, a wonderful environment in which a child can complete their entire school educational journey. Throughout this journey, we use our 'whole school' to help our children flourish and prepare them for life beyond Barney. This journey is varied, with great consideration given to the different stages and with seamless transitions between each developmental phase; crucially, the children are known inside out as they travel through.

Character Developers

We have always provided an education that extends beyond the exam room, and this is more important now than it has ever been, particularly in light of the rise of globalism, Artificial Intelligence, and a dynamic world of employment. Our young men and women need to possess strong characters, empowered by a flexible portfolio of soft skills, and be armed with a set of values that will see them flourish in this uncertain future. This must be central to our school's offering.

Fully co-educational Boarding and Day School

We embrace the co-educational environment, and work hard to ensure our students are treated fairly regardless of gender, with opportunities being available to all. As part of that structure, we are committed to retaining a strong boarding community as part of the wider school community, proffering endless benefits to the school such as cultural literacy as a result of our international students. The shape of the day and extended week sees time given to deliver our school's broad and varied experience.

A Broad Entry

Life is not all about interacting in a selected environment. It is about integrating with those with varying abilities and talents, and celebrating achievements of potential reached as opposed to the highest grades. As long as we believe we can support individuals in accessing our educational delivery, and that they show the character traits we strongly believe in, we will support them on their journey.

Traditional yet Forward Thinking

Barney has a long and proud history and has developed many important traditions within its Victorian buildings, resulting in enabling generations of strong yet humble characters to thrive. It is important not to lose sight of these much-loved 'Barneyisms', whilst at the same time ensuring we remain relevant and forward-thinking as we delve further into the Twenty-First Century.

Our School Aims

In ensuring we have clarity on what the school is about, and with a desire to see these features remain at the heart of all we do and offer for generations to come, we have the following Strategic Aims which are linked to our key features:

Strategic Aims

1. Wellbeing (Feel)

We aim to be the leading school for outstanding pastoral care in the North of England, ensuring the safeguarding and protection of each individual associated with Barney, from pupil to employee, and educating everyone in understanding positive mental and physical health.

2. Character (Be)

We aim to develop confidence, humility, integrity, tolerance, determination, a strong spiritual and moral compass, and life skills in each of our pupils.

3. Community (Share)

We aim to develop young adults who understand how to live, thrive and contribute within a community. They will develop the vital skills of how to collaborate, serve and lead within a community.

4. Wisdom (Go)

We aim to develop young adults who are intellectually curious, who possess an appetite for lifelong learning, who have an independent attitude towards their intellectual development, a thirst for knowledge, and who are culturally literate, culminating in achievements which maximise potential.

Operational Aims

1. Efficiency

We aim to ensure the smooth day to day financing and running of the school/ business, with the overall objective of ensuring the school operates within prudent financial parameters.

2. Infrastructure

We aim to ensure the upkeep, safety and appropriateness of the facilities which support the running of the school/ business. To ensure those individuals working at the school are performing strongly, and to attract high quality individuals to the school.

3. Legacy

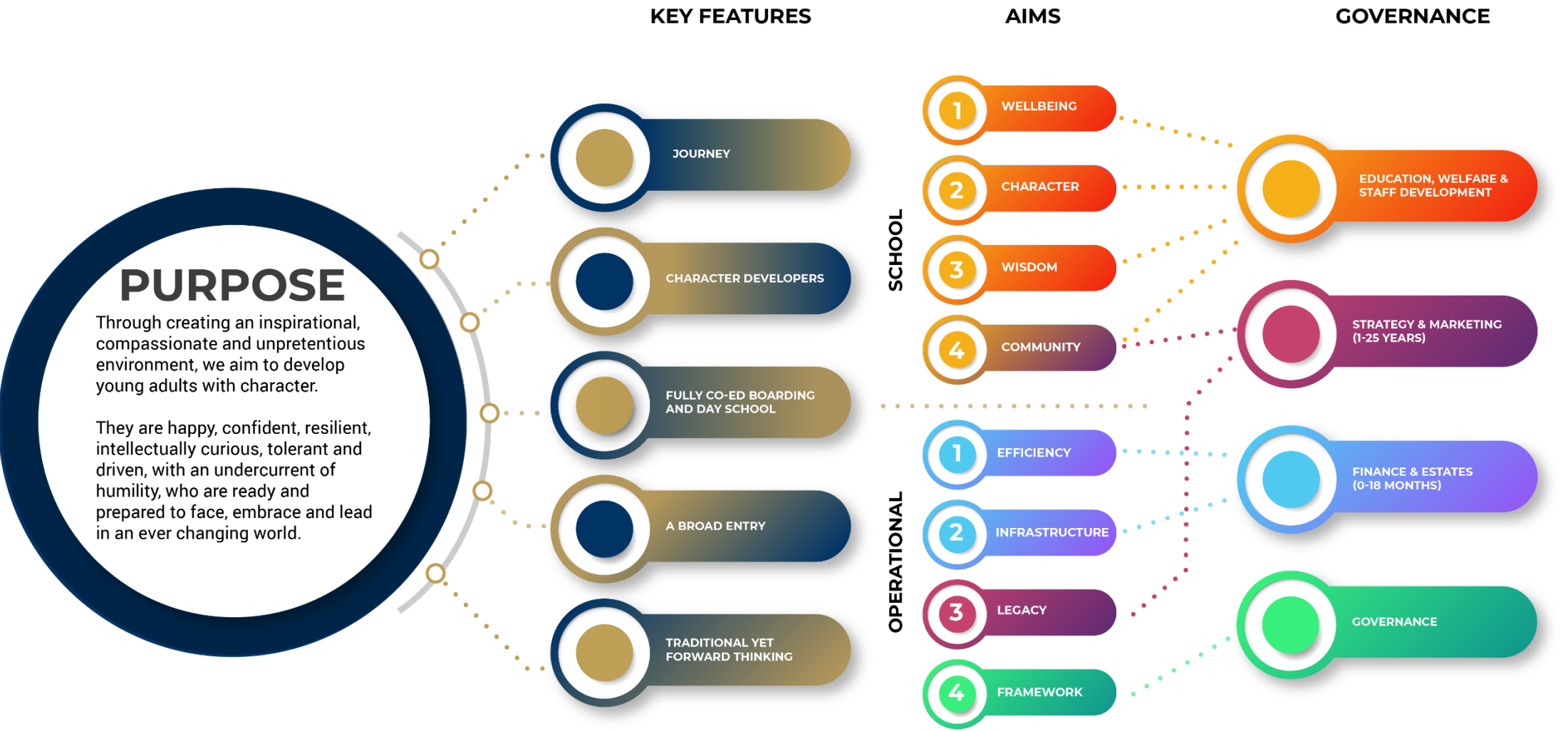
We aim to establish and maintain a strong alumni network; to plan and prepare for the next generations of Barnardians, looking at future capital projects as well as scholarship and bursary funding which will see the school go from strength to strength.

4. Framework

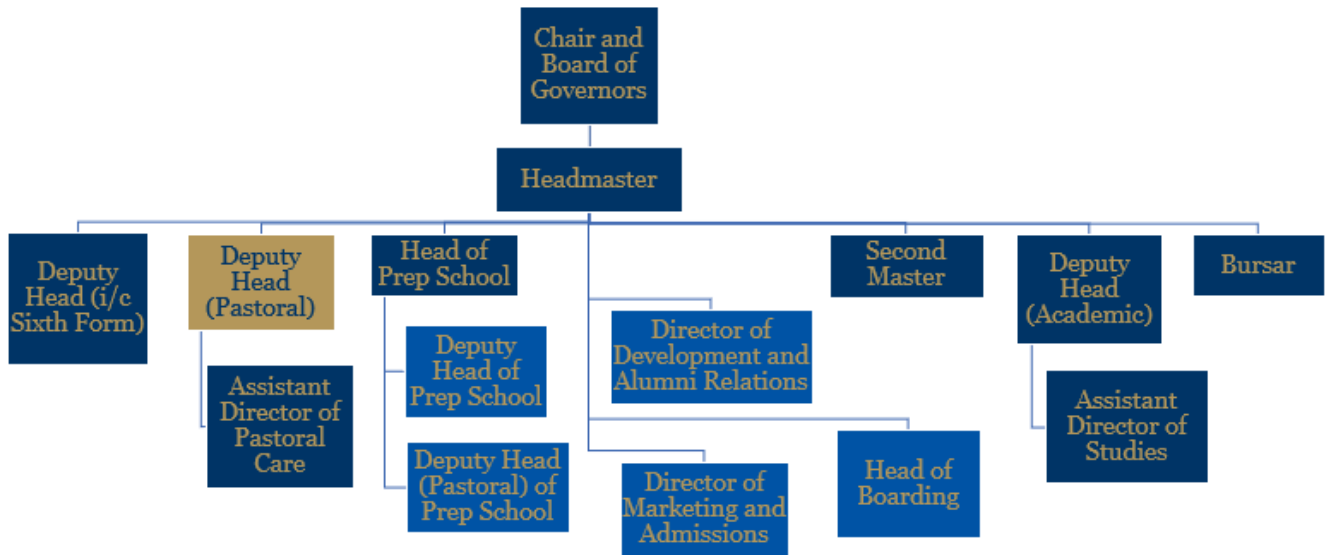
We aim to ensure that the school is compliant and to mitigate risk.



Our School Aims



The Senior Management Team



The day to day leadership and running of the School is devolved by the Governing Body to the Headmaster and his Senior Management Team.

Effective, easy and constant communication and collaboration between members of the SMT is highly valued and regarded as essential to the effective achievement of the aims of each member and to the success of the School.

The SMT consists of five senior colleagues in addition to the Deputy Head (Pastoral) and the Headmaster:

- The Bursar who manages all matters pertaining to finance, buildings, grounds and support staff;
- The Second Master who undertakes the lion's share of the daily running of the School, is in overall charge of the co-curricular within School, as well as deputising for the Headmaster when he is away;
- The Head of the Prep School who manages a very successful and popular Prep School which contains 180 boys and girls aged 4-11;
- The Head of Sixth Form who manages all aspects of an attractive and highly successful Sixth Form Programme for approximately 180 Sixth Form students;
- The Deputy Head (Academic) who leads all aspects of academic provision.

Job Description

Purpose

The position of Deputy Head Pastoral (DHP) is one of significant importance and responsibility, and reports directly to the Headmaster.

As a member of the school's Senior Management Team (SMT), the DHP has a vital role to play in both the strategic development of the School and in particular its pastoral provision, alongside day-to-day management. It will involve enhancing the strong safeguarding culture at the school, as well as leading the pastoral provision of the Senior School in both a proactive and reactive manner; shaping the way in which the school provides its pastoral care going forward and, on a day to day level, managing the pastoral teams to provide a positive, secure and happy environment for the boarding and day community where each pupil can flourish.

The DHP will work with the pastoral teams to ensure outstanding levels of pastoral care in the boarding and day communities. The DHP will have overall responsibility to the Headmaster for all aspects of boarding and day pupil pastoral care, policy and procedure, including ensuring compliance with ISI requirements. This will require the effective use of resources within the School, the ability to understand and motivate the different pastoral teams while striving continually to improve the standards of daily life and achievements of the boarding and day pupils.

The DHP is the lead Designated Safeguarding Lead (DSL) within the school and has responsibility for the safeguarding training of all staff, keeping up to date with policy changes at national, regional and local level. The DHP will be a driven individual with aspirations to ultimately lead a school; a committed team player with a collegiate and collaborative approach, together with an ability and willingness to create a working environment in which staff are empowered to take decisions. To enable the DHP to work as effectively and sustainably as possible, they will be given the required time to attend professional supervision as part of the role should they wish to.

Overall Responsibility

Above all, there is an expectation that the Deputy Head Pastoral is a kind and compassionate person who is generous with their time, and responsive to the needs of the girls, boys and staff in the school. There is also the need to be able to develop and maintain strong and positive relationships; this will include pupils, Governors, the Headmaster, other staff and parents; to demonstrate personal strength of character through intellect, integrity and fairness. They must show a strong commitment to safeguarding and the welfare of children and young people and to demonstrate a growth mindset, self-awareness and to be prepared to work long hours and regularly go above and beyond the normal commitments of a boarding school.

A list of expected responsibilities and duties can be neither definitive nor exclusive and the range of tasks facing the DHP may include incidents and situations which are not stated below, but require initiative to be shown.

Specific Duties

Strategy

- Assessing the current strengths and weaknesses of the safeguarding culture and pastoral care at the school in order to create and deliver a strategic plan that aligns with the overall direction of the school.
- As part of this strategic plan, bring on board and motivate multiple stakeholders (staff, pupils, parents, Governors).
- Report termly to the governing body at the Full Governors Meeting and Education, Welfare & Staff Committee.

Safeguarding and the role of DSL

- Ensuring that all staff are appropriately trained in safeguarding procedures, through a rolling staff-training programme and annual INSET.
- Ensuring that all pupils are made aware of who they can speak to if they have a problem of any kind.
- Being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Co-ordinating the child protection procedures in the School.
- Monitoring the keeping, confidentiality and storage of records in relation to child protection.
- Maintaining links with the LADO (Local Authority Designated Officer).
- Keeping parents informed of action undertaken under these procedures in relation to their child.
- Monitor records of pupils in the School on the Child Protection Register (CPR) to ensure that this is maintained and updated as notifications are received.
- Liaise with other professionals to ensure that children on the CPR are monitored.
- Ensuring regular updates on national policy are implemented within the School's Safeguarding and Child Protection Policies.
- Ensuring School policies related to the pastoral system are followed by all staff and that all staff are held accountable for their implementation and success, including all Low Level Concerns at the School.
- Ensuring that any changes in ISI guidance are implemented and rolled out to the School community and the School is 'inspection ready'.
- Regularly assess safeguarding and pastoral trends in the School, which are reported at HSMs meetings and escalated to SMT, where appropriate.
- Ensuring that all safeguarding issues are appropriately escalated to the necessary external agencies and meticulous paperwork is maintained regarding all safeguarding incidents.
- Oversight of the IT filtering and monitoring of pupils and staff.
- Producing termly reports for the safeguarding link governor to report back to governor meetings with.
- Ensuring all public areas are kept up to date with appropriately labelled posters informing pupils, staff and parents of the available contacts for safeguarding matters.
- Line managing the School Counsellor and School Nurse.
- Meeting regularly with the School Safeguarding Team to ensure appropriate supervision is taking place.
- Meeting termly with the School's Independent Listener, to ensure that policy and training needs are up to date.
- Holding regular meetings with HSMs to monitor the progress of the boys/girls and general pastoral or welfare issues in the House.
- Ensuring close links are made between PSHCEE syllabus and assemblies and messages that require disseminating through classes. This will involve working closely with the Head of PSHCEE.
- Appraising HSMs and helping guide them in their professional development under the direction of the Headmaster.



Wellbeing

- Creating a cohesive, overarching strategy, putting in place a programme that seeks to help pupils to be literate about their mental health, and to make informed choices about their emotional and physical wellbeing.
- Raising awareness of what mental health is and its related illnesses.
- Learning the signs to look out for and giving advice for pupils to be able to support themselves and seek help.
- Creating an inclusive environment that does not discriminate against pupils facing mental health challenges, but instead seeks to find ways to promote emotional literacy, resilience, optimism, generosity, appreciation, healthy physiology, social connection and growth mindset.

Logistics

- Meeting with the Headmaster on a weekly basis to discuss any current safeguarding, pastoral, or behavioural issues occurring within the School.
- Filtering information and discerning matters that do not need to be escalated to the Headmaster.
- Ensuring a clear physical presence and visibility within the School environment; during the School day, but also at School events.
- In the absence of the Headmaster and/or Second Master/Mistress, attending as the host at School functions.
- Implementing the School's behaviour policy effectively to maintain discipline within the School and creating an environment where all forms of bullying and anti-social behaviours are regarded as unacceptable.
- Liaising with Housemistresses/masters (HSMs) over matters of significant concern about individual girls/boys.
- Following an escalation from HSMs, dealing with serious behavioural issues effectively; following policy procedure, recording appropriately on the Management System and communicating outcomes effectively with parents and School community.
- Liaising and working alongside the Second Master and/or Headmaster as necessary.
- Managing the School Sanction System, implementing appropriate sanctions for pastoral and academic misbehaviours, including involvement in disciplinary processes, communicating with parents and management and review of policy and procedure.
- Overseeing the smooth running of the Anti-bullying Committee, Cyber-safety Committee and assist the Second Master in the running of the School Council. These are prominent committees and play a key role in shaping and forming the environment within the school.
- Communicating effectively with parents on all matters relating to their sons/daughters, both on an individual and collective basis.
- Line managing the eight HSMs, dealing with issues as and when they come up.
- Playing a key role in working with the children throughout their journey at the school.

Staff

- Organise and oversee the safeguarding induction of new staff.
- Line manage the Assistant Head of Pastoral Care.
- Line manage the boarding and day HSMs, addressing their training and development needs.
- Line manage matrons, the Medical Centre staff, including the School Nurse and Counsellor.
- To implement the pastoral systems via clear communication to all pastoral teams and to ensure that communication of the School's pastoral ethos and values are clearly disseminated through all School literature and the website.
- Ensure that all staff (including support staff) have a clear understanding of their commitment to the safeguarding culture at the School.
- Participate in the selection, interviewing and appointment of staff.
- Review job descriptions for pastoral roles.
- Undertake regular evaluation of staff progress towards agreed improvement objectives through the School's appraisal, performance management and line management policies, practices and procedures.
- Attending GCSE and A Level results day to support your Year 11, 12 and 13 pupils in significant stages in their school life.

Role Criteria

In order to meet the high standards expected of a leading professional in our School, the Headmaster is seeking to employ a person with the following qualities, experience, skills and abilities.

Essential Criteria

- Kindness, patience and a good sense of humour;
- Highly resilient and able to make defensible decisions under pressure;
- Leadership qualities, including energy, resilience and the ability to enthuse, motivate and inspire others;
- A genuine interest in and strong commitment to the wellbeing of pupils academically, emotionally and socially, and the development of the whole person;
- Excellent inter-personal and communication skills with teachers, pupils and parents;
- The ability to de-escalate challenging situations with pupils, parents and staff through high levels of emotional intelligence and also robust challenge where appropriate;
- Proven expertise as a classroom teacher in a specialist subject;
- Approachability, accessibility and flexibility;
- Excellent administrative, organisational and ICT skills.

Desirable Criteria

It is anticipated that the successful applicant will have first-hand experience of some of the following:

- A co-educational background;
- Experience of dealing with boarding.

Recruitment Process

Enquiries

If you have any questions about the role in advance of applying, please contact the current Deputy Head (Pastoral), Caroline Riley (cjr@barneyschool.org.uk) who will be pleased to arrange a call for an informal discussion.

A competitive package includes the provision of accommodation and reduction on pupil fees, if required.

Applications

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 Barnard Castle School Barnard Castle County Durham DL12 8UN	Telephone: 01833 696098 Email: hr@barneyschool.org.uk
Information about Interviews:	
Deadline for applications: Monday 8th January 2024 at 9:00am	
Longlist Interviews (Online): Thursday 11th January & Friday 12th January 2024	
Shortlist Interviews: Thursday 18th January & Friday 19th January 2024	

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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