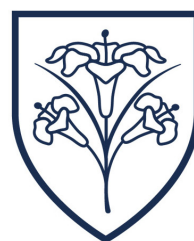


Information pack for the position of

Housemistress/master

Teaching



YOU CAN AT CALNE

ST MARY'S CALNE
ST MARGARET'S CALNE
ST MARY'S CALNE SPORTS CLUB



Thank you for your interest in joining our team. I hope this recruitment pack offers an insight into our very special community, set in the heart of Wiltshire, and encourages you to apply.

St Mary's, a senior boarding and day school for girls, and St Margaret's, a co-educational prep school and nursery for children aged 2–11, share a beautiful 27-acre campus. Our outstanding facilities support a rich and diverse educational offering. We take great pride in the exceptional outcomes achieved by our pupils, the high standard of care we provide and the breadth of opportunities available to every child.

Our commercial Sports Club further enhances life on campus, offering a 25-metre swimming pool, sports hall, climbing wall, dance studio and a state-of-the-art gym.

At the heart of both schools is a warm and supportive community. Our core values of curiosity, compassion, and courage are demonstrated daily by pupils and staff alike, reflecting our shared belief that You Can at Calne, academically, creatively and personally.

Every colleague plays a vital role in helping our pupils flourish. We are a dedicated and collaborative team who, together, and in many different roles across the site, contribute to the success of our exceptional schools. We very much look forward to hearing from you.

With best wishes,

Anne Wakefield, Head



ST MARY'S CALNE
GIRLS' BOARDING & DAY



ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP



ST MARY'S CALNE
SPORTS CLUB



About us

St Mary's Calne

St Mary's Calne is a leading UK boarding and day school for girls aged 11 to 18 in Wiltshire, shaped by the values of our full boarding ethos. We cultivate a vibrant and supportive community where every pupil is known, valued, and inspired to flourish. Our aim is to develop in each pupil confidence, independence, and the sense of purpose they need to succeed, supported always by a kind and caring community.

We are deeply committed to academic excellence, achieving outstanding results through exceptional teaching and a culture of curiosity, ambition, and intellectual growth. Our exceptional facilities provide a vibrant foundation where each pupil is inspired to learn inside and outside the classroom.

We support the evolving aspirations of every pupil and equip each of them with the knowledge, skills, and self-belief to shape their own future and thrive in a rapidly changing world.

St Margaret's Calne

St Margaret's Calne and Bluebird Nursery, located on the same site with St Mary's Calne, provide a rich and dynamic educational experience for boys and girls aged 2 to 11. Dedicated to fostering an inclusive and dynamic community, every child is empowered to flourish and grow in our happy school.

Exceptional pastoral care lies at the heart of everything we do. We take time to know each pupil as an individual, nurturing their confidence, curiosity, and character with warmth and dedication.



Beginning at the age of two in our year-round Bluebird Nursery, children start their learning journey through play, exploration, and rich early experiences that build confidence, curiosity, and independence. From the age of three, they enjoy specialist teaching in sport, swimming, computing, French, and music, nurturing their talents and broadening their horizons.

In the Prep School, our outstanding teachers inspire academic excellence, which is celebrated alongside a vibrant and extensive programme of extracurricular activities designed to develop every child's unique interests and skills. The exceptional facilities that include a theatre, science labs and sports centre with swimming pool, are designed to inspire curiosity and support every aspect of growth and learning.

Calne culture

Our expectations guide every pupil to grow with integrity and confidence:

- **Be bold** - Step forward with confidence and pursue your goals with determination. Stand up for what is right, even when it is not easy.
- **Be kind** - Treat others with respect and compassion. Help build a community where everyone feels valued for who they are.
- **Be you** - Celebrate your individuality and be true to yourself whilst upholding the values of our community.

School values

Curiosity - Passion/enthusiasm for learning and discovery.

Compassion - Commitment to kindness, empathy, and understanding.

Courage - The strength to face challenges and stay true to one's values.



Applying

How to Apply

To ensure fairness, and compliance with safer recruitment for schools, applications will only be accepted on a school application form.

Applicants should send a fully completed application form, together with a covering letter explaining why they think they would be a good match for the role, to the recruitment team:

recruitment@stmaryscalne.org

Receipt of an application will be acknowledged as soon as possible.

Personal data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your sensitive personal data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your application documentation. Following this notice, any inclusion of your sensitive personal data will be understood by us as your express consent to process this information going forward. Please do not give the details of any third parties (e.g. referees) who have not previously agreed to their inclusion.

We are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

St Mary's Calne and St Margaret's Calne fully recognises its responsibilities for child protection

All members of staff are expected to have proper regard for the school's safeguarding policy and procedures which includes undertaking necessary training. We are dedicated to safeguarding and promoting the welfare of our pupils, regardless of sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. We follow the child protection procedures set out by 'Wiltshire's Safeguarding Vulnerable People Partnership'.

We understand the need to engage with the Safeguarding Vulnerable People Partnership and the statutory duty to cooperate if the school is named as a relevant agency. We have regard to statutory guidance issued by the Department for Education 'Keeping Children Safe in Education 2025' and are aware of our obligations under the Human Rights Act 1998 and Equality Act 2010. Our policy takes full regard to 'Working Together to Safeguard Children 2023' (WT), 'What to do if you are Worried a Child is Being Abused (2015)' and the National Minimum Boarding Standards (2022). At St Mary's we have a 'Nominated Governor' to take leadership responsibility for the school's safeguarding arrangements.

What is safeguarding?

Safeguarding can be defined as promoting the physical and mental health, safety and welfare of all pupils. Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children. Staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned; and should always act in the best interest of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.



ST MARY'S CALNE
ST MARGARET'S CALNE
ST MARY'S CALNE SPORTS CLUB

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ST MARY'S CALNE
GIRLS' BOARDING & DAY

JOB DESCRIPTION

Teaching Housemistress/master

Terms of the Role

Department:	Pastoral - Boarding
Reports to:	Deputy Head Pastoral
Location:	St Mary's Calne
Contract Type:	Permanent
Remuneration:	Teachers' pay scale dependent on experience CA1 - CA8 (£28,985 - £48,254 per annum) plus RA16 allowance £7,488 per annum
Accommodation:	Suitable accommodation is provided free of charge for better performance of duties (subject to P11D reporting as appropriate)
Working Hours:	Teaching HsMs will teach 10 lessons per week (0.5 timetable) in addition to boarding responsibilities Boarding duties are determined by House rota

Boarding at St Mary's Calne

The Lower School House (Years 7 and 8) has approximately 50 girls whilst the senior Houses (Years 9 – 13) have approximately 60 girls per year in horizontal boarding houses. From Year 10 onwards all boarders have single study bedrooms.

Each House is managed by a HsM who is responsible to the Head via the Deputy Head Pastoral. The HsM is responsible for a team of resident and non-resident House Staff and Tutors, Domestic Staff, the House Prefects and all members of the House. The post holder will manage efficiently the staffing, organisation and resources of the House, and provide for the safety, good discipline and pastoral wellbeing of all the girls in the House.

All members of staff at St Mary's are expected to participate fully in the life of a boarding school, taking on pastoral responsibilities, running extra-curricular activities and doing weekend or evening duties. Teaching House Staff will teach a reduced timetable.

HsMs are expected to be flexible, energetic, possess a good sense of humour, have the ability to be calm, firm and cheerful in dealing with adolescents and will be confident in their ability not only to be an adaptable and supportive member of a team but also to work independently.

The work of boarding staff is not of a nature which lends itself to the rigid definition of hours, however, certain principles do apply:

The HsM acts as one third of the full time residential House team on a rota system that covers the Boarding House, 7 days per week, 24 hours per day during term time, with the assistance of additional daytime pastoral staff.

All residential house staff can expect to have dedicated time off each week (with the exception of the first and last weeks of the Autumn term), usually comprising of 2 consecutive nights and one full day in the middle of the week (there is also a degree of flexibility built into the rotas to enable staff to have short breaks during the evening and at weekends by agreement with the other staff on duty and overseen by the Housemistress/master provided that any duties (e.g. supper duty) and weekend activities are properly staffed.

In the Spring/Summer Terms, at the start of term, those with Tuesday as a day off will work, and those with Thursday will have the day off, while at the end of term those with Tuesday as a day off will have the day off and those with Thursday will work.

House Staff must expect to be in school for at least 48 hours before and after the beginning and end of terms; all should be back on duty at least half an hour before the earliest time girls may return on the evening of return from Exeats and Half Terms.

While on duty, they must at all times be immediately accessible, whether in the House or elsewhere in the school.

The Role of the Housemistress/master (HsM)

The HsM is accountable to the Head through the Deputy Head Pastoral and ensures all pupils receive high quality, effective and personalised pastoral care in a supportive and nurturing environment. First and foremost, HsMs are responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact. They must adhere to and ensure compliance with the School's Safeguarding Policies and Staff Code of Conduct at all times. If, in the course of carrying out the duties of the post, they become aware of any actual or potential risks to the safety or welfare of the children in the School, they must report any concerns immediately to a member of the Safeguarding Team, normally the Designated Safeguarding Lead (DSL) or the Head.

HsMs will lead their own team of residential staff and evening tutors, providing professional leadership, direction and management for the year group whilst working within the larger team of HsMs. The HsM supports, holds accountable and develops their team of tutors focusing on high standards of social, personal and academic progress of the pupils in their House.

The role requires liaison with academic and pastoral staff as well as with all other departments in the school, including the admissions, medical, domestic and bursarial departments. HsMs work closely with a team of other House Staff to ensure that all Houses are run on the same principles, and they work with the Deputy Head Pastoral and the Head to develop all aspects of the boarding programme.

The HsM is a leader within the school community and is therefore expected to take a role in setting standards of behaviour for all pupils in the school, not just those in their House. They are also expected to help promote the school by taking an active role at all prospective parents' events. Teaching HsMs teach a reduced timetable of 0.5 FTE.

Strategic Development of the Year Group

In liaison with the Deputy Head Pastoral, the HsM is responsible for developing and implementing pastoral plans, targets and practices within the context of whole school aims and policies.

They are expected to:

- develop, implement and monitor pastoral practices which reflect the School's commitment to high standards, high expectations, high achievement and to effective tutoring.
- create a climate which enables staff to develop and maintain positive attitudes towards tutoring and their tutor group, and confidence in their role as a tutor.
- establish a shared understanding of the importance and role of the work of the tutor team in contributing to pupils' personal, social, spiritual, moral and cultural development, and in preparing them for adult life.
- monitor and evaluate all aspects of the work of the House Team and use this to inform priorities and targets for improvement.
- establish, with the involvement of relevant staff, annual development plans which contribute to whole school aims, policies and practices.

Leading and Managing Staff

The HsM is responsible for ensuring all members of the House team receive the support, challenge, information and professional development necessary to continually support and improve pupil progress.

They are expected to:

- establish clear expectations and positive working relationships among the House team through mutual support and teamwork.
- develop effective working relationships with the Senior Leadership Team, House Team, subject staff and other staff at the school.
- plan, implement and review structures of staff supervision; to ensure the safety and security (always including emotional) of all pupils when they are in the school's charge (including mealtimes, weekends, and on expeditions and outings); to ensure that adequate arrangements for cover are made.
- work with the Head of Personal Development (PSHE) to develop and monitor the pastoral curriculum.
- set agendas for tutor meetings and ensure minutes are circulated to the tutor team and senior staff.
- ensure a consistent team approach to improve pupil progress.
- help the tutor team establish constructive working relationships with pupils.
- delegate tasks and devolve responsibilities as appropriate, evaluating practice and developing a shared sense of accountability.
- liaise regularly with SENCO and EAL departments regarding pupils in year group.

Key Responsibilities

Care, welfare and development of pupils:

- to establish excellent relationships with the girls based on trust and respect and to know them as individuals
- to implement and maintain the National Minimum Standards for Boarding Schools for welfare and pastoral care in the House
- to review annually and develop House Policies, development plans and relevant paperwork
- to be conversant with the School's policies and procedures and ensure that all members of the boarding staff team (including senior pupils where appropriate) are familiar with these policies and are aware of the appropriate response needed in these areas
- to support the School's Behaviour Policy and implement rewards and sanctions within the House in relation to the School's Code of Conduct
- to work actively to promote an inclusive House and ensure that all girls are integrated into the life of the House and wider school

- to develop in the pupils a sense of collective responsibility and sensitivity to the difficulties and needs of others, and to encourage such support and help for each other as is appropriate
- to monitor the academic progress of all pupils within the year – including those of high ability and those with SEN or linguistic needs and liaise with the Deputy Head Academic and Deputy Head Pastoral
- to identify pupils who are underachieving within the year and, in conjunction with the Deputy Head Academic, create and implement effective plans to support those pupils
- to ensure that appropriate standards of behaviour are established and maintained throughout the year group
- to monitor pupil welfare, uniform, discipline, punctuality and attendance
- to monitor school reports for the whole year group and ensure deadlines are met and actions planned
- to highlight pupils' achievements for recognition and reward.

Duties and Tasks:

- to ensure that a full and varied programme of activities is available within the Boarding House and to encourage pupils to be involved in a range of activities, particularly at weekends
- to attend regular meetings, such as the House Staff meetings and Staff Briefings. To attend other occasional morning or afternoon functions, and lunchtime meetings as appropriate; to attend weekday morning Chapel and the Sunday Chapel Service
- to keep suitable records of pupils' progress, welfare, health, emotional problems, achievements, and misconduct; to provide such reports and references as may reasonably be required
- to liaise closely and regularly with parents and guardians (and the HsMs of a pupil's sister/s, if appropriate)
- to collate all information about the girls' Weekend, Exeat, Half Term, Beginning/End of Term travel plans, liaising with parents as necessary; to pass this information to the School Logistics Manager and Catering Manager in the format required at the appropriate time
- to liaise with the school Health Centre as appropriate to ensure that pupils' medical requirements are properly catered for; to encourage pupils to adopt a healthy lifestyle
- to be responsible for the expenditure of House Funds and weekend Activity Budget and to ensure that proper accounts are kept for use by the Finance team
- to provide, as appropriate, advice and support on planning and decisions for subject options and higher education choices (in conjunction with the Careers department)
- to liaise with House Staff, Housekeeping and Domestic Staff as regards all matters of a domestic nature in the House
- to be responsible for reporting to the Director or Manager of Estates all routine and emergency maintenance work required within the House; to complete House Risk Assessments and pass this information on to the Director or Manager of Estates.

Expectations of Academic Staff

Our teaching staff are enthusiastic, energetic and well-qualified teachers who inspire their pupils and who engage sympathetically with young people. They make an active contribution to the department; stretch pupils of all abilities to achieve their potential; encourage pupils to learn by making the subject taught both interesting and accessible; are innovative and dynamic in order to ensure the effective delivery of the curriculum. Our pupils' success in acquiring new abilities, skills and understanding depends crucially upon the quality of teaching we offer.

All members of staff are expected to commit to the boarding ethos of the school which includes supporting the extra-curricular life. A teaching HsM encourages this in their colleagues and inspires their house tutors. This commitment provides a key interface between the specific academic work of the classroom and the broader life of the boarding community.

In particular, we pride ourselves on our focus on the needs of individual girls. This is underpinned by the tutorial system in which all members of the academic staff play a full part, looking after a number of Tutees in different year groups; these tend to be drawn from the particular House in which each member of staff tutors.

Win Your Own Race

We are proud of our culture of academia that comes from the high aspirations, industry and flair shown by pupils throughout the school. Teachers, Houses and Support Staff all help pupils to do their very best academically and achieve excellent outcomes, both in relative and absolute terms. Pupils are empowered to be the best version of themselves and to 'win their own race.' We celebrate a breadth of fantastic achievements in a variety of subject disciplines and across the whole attainment range.

The Win Your Own Race strategy aims to challenge all pupils in all areas of their academics to strive for their very best. It builds on our vision of pupils being connected across subjects, digitally, with their teachers and with the wider community. This allows pupils and teachers to break free from silos and collaborate to achieve excellent learning outcomes. Win Your Own Race's key message is that we celebrate success in a variety of subjects and all its forms.

Teaching HsMs - Routine Duties and Commitments

We hold all teaching staff to the highest standards in accordance with DfE guidance on teacher standards:

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition, a teaching Housemistress/master staff can expect:

- to teach 10 lessons per week
- to check email, pigeon-holes and daily information boards before the start of school and continue to check email at several points during the day
- to set and mark work in accordance with Departmental guidance
- to invigilate, set and mark internal exam papers
- to prepare girls for public examinations as appropriate
- to write reports and grade sheets in accordance with the guidance issued by the Deputy Head Academic
- to take a share in cover and other duties where possible
- to be in school on the first and last day of term, even if this falls on their allocated time off
- to be in school for the part weeks at the beginnings and ends of terms as CPD frequently takes place at this time
- to be a member of a Company and attend Company events
- cover for absent colleagues as required.

Person Specification

Skills, Qualifications and Experience:

- a strong academic background and a good honours degree
- experience in a similar residential role or pastoral equivalent
- qualified Teacher Status (desirable)
- an empathetic, enthusiastic and well-presented person, capable of inspiring confidence in pupils, parents and staff
- ability to: work flexibly to fulfil the requirements of the post; prioritise; work calmly under pressure and respond positively to changing demands
- excellent interpersonal and communication skills with very good written and spoken English
- excellent organisational and time management skills; competency in the use of ICT for administration and teaching purposes
- an understanding of the expectations, ethos and aims of a full boarding school
- committed to the safeguarding and wellbeing of children and young people.

Desirable requirements:

- BSA qualification
- first aid qualification
- clean driving licence and ability to drive a minibus

No outline of responsibilities can encompass all that may be asked of any member of staff; at the heart of working in our educational environment is an ability and willingness to fulfil any task to a standard that fully benefits the school and ultimately its students. It is inevitable that, over time, a job description may evolve to meet the changing demands of the business.

All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including up-to-date training.

Further Details

While no job description can capture every responsibility associated with a role, all staff members may be required to perform additional reasonable and relevant duties as assigned by the Head.

St Mary's is committed to safeguarding and promoting the welfare of pupils. Due to the nature of the work involved, the successful applicant will be required to undertake an enhanced DBS check. All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including up-to-date training. Extracts from the school's policy are appended as the final page of this document.

We are committed to being an equal opportunities employer. All applicants will be considered fairly and in accordance with applicable laws, irrespective of gender, marital status, race, religion, colour, age, disability, or sexual orientation.

Research indicates that candidates, particularly those from under-represented backgrounds, may hesitate to apply if they do not meet every listed criteria. If you believe your skills and experience align with this role, we encourage you to apply, even if you do not satisfy each requirement.

Further information about the schools may be viewed on the websites:

www.stmaryscalne.org www.stmargaretsprep.org.uk www.smcsports.co.uk calneindependentschools.org