



# GORDONSTOUN

Broader experiences, broader minds

## HOUSEPARENT JOB DESCRIPTION

**Reports to:** Assistant Head Boarding

**Job Purpose:** Gordonstoun has been leading the way in character education for more than 80 years. Our uniquely broad curriculum provides challenge in the classroom, at sea and in the mountains, on the stage and on the sports fields and enables students to discover the truth in our motto – Plus Est En Vous – there is more in you. The Houseparent (HP) is the Head of the Pastoral Team of Staff in their Boarding House. As such, they carry responsibility for the pastoral life of the House and its development.

The HPs are directly responsible to the Assistant Head Boarding and through them, to the Deputy Head (Pastoral Care), Head of Senior School and Principal. All HPs are members of the HP and Pastoral (PAS) Committees.

### **Responsibilities of all members of staff:**

- Comply with Gordonstoun's policies and procedures on Child Protection and Health and Safety.
- Contribute in a positive way to the ethos of the school in line with Gordonstoun's values: Safe; Positive; Improving.
- Carry out any other task as required from time to time in order to support the School.

### **The role of the HP will encompass the following responsibilities:**

#### ***Ethos & Environment:***

1. To provide a family atmosphere for the students and to give them the kind of help, encouragement and adult contact that a young person would receive in a good home.
2. To promote the ethos of the School in the House context; to provide moral education in line with the standard and expectations of the school community; to implement school policy within the House as detailed within the Gordonstoun Charter, Code of Conduct, the Boarding Handbook, Wellbeing and Child Protection Policy and as directed by the Care Inspectorate.

#### ***Personal Development:***

3. To be responsible for the personal development and welfare of every student as well as their health in conjunction with the Healthcare Centre staff.
4. To set and expect high standards of behaviour from students, particularly in their relationships with others. To ensure that the School Charter and Code of Conduct are understood, and to establish, implement and monitor House expectations and disciplinary procedures.
5. To encourage a positive and balanced involvement by students in the varied programme of activities (academic, cultural, creative, physical) offered by the School and, where appropriate, to impel the students into experience. To take an overview of each students' individual programme for the term,

using the Wellbeing Information System and Diploma Records, where appropriate, and to resolve instances of clashes of commitment.

6. To use the House as a vehicle for education in community living and interpersonal skills such as participation in a team, undertaking responsibility for others, personal management, tolerance and compassion, making use of all community endeavours at House and School level; to hold regular House meetings.
7. To hold brews (social gatherings) and attend plays, concerts and matches where possible.
8. To establish a management structure amongst the students and to appoint, brief and monitor those with specific supervisory responsibilities.
9. To counsel students individually, as and when necessary, on pastoral, academic and other matters.
10. In combination with the Chaplain and / or the Head of International & Spiritual Citizenship, to encourage and provide equal opportunities for all students to practise their religious beliefs, irrespective of culture and ethnic origin.
11. To ensure that Wellbeing and Child Protection policies are promulgated within the Boarding House and the School, in conjunction with the Child Protection Team.
12. To regularly log on the School's Wellbeing Information System (WIS) any information which is pertinent to the wellbeing of those in their House.
13. To monitor the WIS daily, when on duty, in order to maintain an up-to-date picture of each student's wellbeing profile.

#### **Communication:**

14. In conjunction with the Tutor, to establish and maintain regular contact with parents on all matters concerning the pastoral and academic life of their children.
15. To refer all incidents involving serious breaches of the School Charter and Code of Conduct to the Assistant Head Boarding or Key Stage Leaders who will inform and, on occasions, seek assistance from the Deputy Head (Pastoral Care).

#### **The Management of House Staff:**

The HP is responsible for line-managing and the planning, direction and supervision of all other members of staff working in their Boarding House in line with their different Job Descriptions. The HP will refer promptly to the appropriate school authority any problem which cannot be resolved by the staff within the House.

16. To provide guidance for, and be responsible for the performance and appraisal of, the following according to their respective Job Descriptions:-

The **Assistant HP** who shares responsibility for the overall welfare of the House and who, according to their own Job Description, will assume responsibility for the House during specified periods during the term.

**Tutors** – specifically for the responsibility for individual tutees, contact with their parents, and the day to day events associated with the smooth running of the weekday supervision of the House.

**Matrons** – for their responsibilities for individual students and contact with their parents, and day to day events associated with the smooth running of the House.

*HPs must ensure that weekly regular meetings are held to allow for the above performances to be monitored and student discussion to take place. They must also ensure that, wherever possible, appropriate face-to-face handovers occur, and records of what was handed over are kept, when duty is passed from one*

person to another.

17. To liaise with:

**Deputy Head (Pastoral Care)** – over strategic pastoral matters and all matters relating to Child Protection, and serious issues affecting wellbeing.

**Deputy Head (Curriculum) and Assistant Heads (Broader Curriculum and Teaching & Learning)** – on academic issues and on scheduled activities outside the classroom.

**Assistant Head (Boarding Houses)** – over matters relating to the running of their Houses and the behaviour of students in their care.

**Assistant Head (Wellbeing)** – over matters relating to the health and wellbeing of students in their care.

**Key Stage Leaders** – on any matters of mutual interest.

**Heads of Department** – on matters relating to the effective discharge of items of common interest.

**Healthcare Centre** – over the health and wellbeing of students within their Houses.

**School Counselling Service** – on matters relating to student's mental and emotional wellbeing.

**Staff** – over events related to the progress and wellbeing of individual students.

**Higher Education Department** – on matters relating to careers, vocational testing and UCAS/SATs.

**Chaplain** – over matters requiring student spiritual support.

**Domestic Services Supervisor & Cleaners** – for their responsibility for the general daily requirements within their Houses.

#### **Administration:**

18. To compose and publish House lists; to enter wellbeing and Child Protection information on the WIS, to keep files on each student; to write end-of-term reports dealing, at least in summary, with all aspects of a student's development; to write Diploma and Character reports, UCAS reports and references for current and past students; to issue authority for clothes and other items to be debited to the student's School account.
19. To undertake all paperwork and checks as part of the 2-yearly cycle of Monitoring and Evaluation.
20. To monitor fire regulations in the House, adhering to, maintaining and updating the Fire Risk Assessment document, and to hold and record regular fire drills.
21. To administer and manage the House Bank accounts for individual students. To be responsible for the House Budget and account for expenditure against it.
22. To organise and run House Expeditions (predominantly for years 9 and 10), taking responsibility for expenditure against the House Expedition Account.
23. To monitor Health & Safety issues for the staff and students in your House, reporting to the DH(PC) when any problems or concerns arise.
24. To ensure the House risk assessments are appropriate and reviewed annually, and that safe methods of work have been developed as appropriate and are in use.

25. To ensure the House is compliant with the School's Health & Safety policies and procedures and with national Health & Safety regulations.
26. To liaise with the Bursar and other service departments over domestic, administrative, financial, medical, maintenance and other relevant matters.
27. To contribute to the School Development Plan – Pastoral Audit, following discussion with the House Staff, through completion and discussion of the annual return to the DH(PC).
28. To be responsible for the regular updating of the House Handbooks and the House's presence on the School's social media platforms.

**Admissions:**

29. To assist with prospective parents' and students' visits. To interview prospective students and, on occasions, to attend presentations associated with the marketing and recruitment policy of the School.

**School Responsibilities:**

30. To be responsible to the Deputy Head (Curriculum) for all curriculum activities, which will include a teaching timetable reduction of (usually) 12 periods per fortnight, if a teacher, and to contribute to the School's broader curricular programme.
31. To attend Staff, HP, PAS and additional meetings when required and to fulfil INSET and cover expectations.
32. To maintain all on-line records and paperwork in-line with their registration with the GTCS, or equivalent body.

**Houseparent Person Spec:**

Attributes	Essential	Desirable	Assessment Method
Experience	<ul style="list-style-type: none"> <li>● Considerable pastoral experience managing teenagers</li> <li>● Experience of managing teams and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>● Pastoral leadership in a boarding context</li> </ul>	Application form Interview and Assessment
Education & qualifications	<ul style="list-style-type: none"> <li>● Good first degree</li> <li>● Meets requirements to register with the GTCS/SSSC</li> </ul>	<ul style="list-style-type: none"> <li>● Postgraduate Certificate in Education or equivalent in secondary education</li> <li>● A recognised boarding accreditation (e.g. BSA accredited boarding practitioner at level 2/3)</li> </ul>	Evidence of qualifications at interview
Skills/abilities (general)	<ul style="list-style-type: none"> <li>● Resilient</li> <li>● Excellent interpersonal skills</li> <li>● Strategic vision</li> <li>● A good sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>● Have an understanding of and appreciation for boarding</li> </ul>	Interview References

	<ul style="list-style-type: none"> <li>● Have a strong empathy with teenagers</li> </ul>		
Skills/abilities specific to the post	<ul style="list-style-type: none"> <li>● Good organisational skills</li> <li>● An eye for detail</li> <li>● Excellent time-management</li> <li>● Experience of managing/leading teams</li> </ul>		Interview plus Written task
Safeguarding	<ul style="list-style-type: none"> <li>● Suitable to work with children</li> <li>● A full PVG check will be completed on the successful candidate</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of child protection/safeguarding training</li> </ul>	Interview References