



HEAD OF MILLGATE HOUSE (FORMERLY BOYS' HOUSE)

Reporting to:	Joint Principal & Assistant Principal
Responsible for:	The organisation, pastoral care (alongside the Head of School) and monitoring of all students in their House, both Day and Boarding. They will be assisted by a Deputy Head of House and resident House Assistants. The Head of Millgate House will work in close partnership with the Head of New College House to ensure consistency in all aspects of routines and care for students of the same age.

Background

Our music programme, academic and wellbeing structures support the development of each individual student from the moment they arrive until the time they leave. Each student is provided with the skills and confidence to help them make the most of their opportunities at Chetham's, their chosen conservatoire or university and life beyond. We all accept responsibility for the development of each student; not only in terms of the highest musical and academic standards, but also in the confidence and self-esteem which comes from being valued as an individual at Chetham's.

Our students are individuals and we recognise that each and every child arrives at Chetham's with talent and potential and must be able to succeed in our environment. Each student and their parents are therefore entitled to, and receive, specific, focussed support, which is adapted at every stage of their development according to their needs.

Chetham's aims to sustain excellent standards of individualised care. The School is committed to the ongoing support of existing staff through a variety of INSET on important issues relating to the welfare of children and to the training and support of new staff through its programme of Induction.

We promote moral and spiritual values through the quality of relationships between students and between students and staff. We help our students develop positive personal qualities, attitudes and values; our commitment to the care of others, as we nurture our students' musical and academic talents, remains paramount to the ethos of the school.

Head of House – The Role

The Head of House offers a level of continuity of care and support that is unrivalled and is responsible to the Joint Principal & Assistant Principal for the wellbeing of all the students in the House. The Head of House takes a lead role in the life of each student and support the Heads of School in all matters pertaining to a student's academic, musical and personal progress by ensuring boarding contributes to and supports students' academic and musical aspirations.

The Head of House builds a strong, personal relationship with each of the girls/boys in his/her care to sound out their needs and work continuously with the House Staff

towards meeting those needs. Above all, the Head of House gets to know his/her students and their 'story' well and will talk meaningfully with each of them every day.

The Head of House is an excellent communicator and keeps in regular contact with parents and guardians either face to face, by email or by phone; the Medical Centre, and the relevant Heads of School and Tutor.

The Head of House is also responsible for the day to day operational activities and has close liaison with the Estates, Domestic Services and Catering Departments to ensure the boarding environment is operating at optimal level. The Head of House oversees all travel arrangements for students and ensures students' arrival and departure is timely and practicable.

General Responsibilities

(This list is not exhaustive and does not form part of the Contract of Employment. Consequently, the tasks may be varied in accordance with the demands of the appointment)

To our Students:

- To ensure the happy transition and induction of boarders and their parents into the House from the outset.
- To hold the House emergency phone in case of issues overnight with students.
- The Head of House is a member of the Pastoral management Team and will be a key post holder in the leadership of the pastoral, safeguarding and wellbeing elements of School life.
- To be a constant, supportive and encouraging presence in each of the students' lives modelling good practice in regard to personal standards and positive attitudes.
- To lead a House Team to ensure that the provision of a comfortable living environment for each boarder and the wellbeing needs are met.
- To develop and maintain a healthy routine of life for each boarder and to make sure that standards of cleanliness and personal hygiene are encouraged from the outset and carried out throughout a boarder's life at Chetham's.
- To develop, and ensure that all House staff deliver, individualised care that responds to the specific needs of individual boarders, including those from different cultural backgrounds or those with a barrier to learning and to be aware of the changing needs of all students as they develop.
- To develop an ethos of mutual trust and respect through pro-active pastoral care and positive relationships.
- To understand and support boarders when they struggle to handle difficult situations or behaviours, dealing with disciplinary problems in a firm but caring manner using the principles of restorative practice.

To our Parents & Guardians:

- To reinforce Chetham's as an extension of the family home and the House as a sanctuary where our students, sleep, play, relax and study with a strong sense of camaraderie and family.
- To be the reassuring voice on the end of the phone and communicate regularly with parents and guardians to ensure they are kept abreast of their child's wellbeing, personal development and good news stories.
- To provide a strong and warm welcome to parents at the starts and ends of sessions.

To Chetham's – the wider focus:

- To ensure a clear and effective flow of information between all stakeholders, internal and external, in each student's life on all matters concerning the welfare of our students and ensure accurate records of all personal information relevant to the care of individuals are maintained.

- To ensure thorough administration procedures are established and that records that evidence compliance with NMS are accurately maintained.
- To ensure operational effectiveness of the House and prepare and implement the House Development Plan.
- Manage staff teams in terms of appraisal, rotas, duties and actions.

The Person:

- Heads of House at Chetham’s manifest a real and evident love of working with young people. Heads of House are warm, cheerful, and stable, and value positive reinforcement through energy and enthusiasm.
- The Head of House will have excellent management skills and have a clear vision and knowledge of what outstanding boarding looks like and how to achieve it.
- Heads of House take and maintain (at the School’s expense) an up-to-date qualification in first aid.

Working Hours:

Chetham’s is a full Boarding & Day School and Heads of House live on site in accommodation provided during term time or whenever students are on site. The working day is likely to start around 7.00am when you ensure students are up and ready for breakfast and end after you have settled the students in bed which is typically between 10.00pm-11.00pm depending on the age. All Heads of House are entitled to two days and two nights a week off and rest periods during duty days of up to two hours (to be taken during the quietest parts of the School day).

All Heads of the senior Houses are expected to be on duty at weekends. (Please note that during the first and last week of term this pattern is suspended in order to settle boarders into House at the starts of terms and enable students to prepare for a safe, effective end of term).

Other than time off as outlined above, there must be a Head of House or a Deputy Head of House resident at all times during term time unless under exceptional circumstances prior permission to be absent overnight has been sought and obtained from the Joint Principal. Heads of House are available on site 48 hours before and after each term to ensure the House is ready for the new term and to attend staff meetings and INSET during the week prior to the start of the academic year.

CHILD PROTECTION AND SAFEGUARDING CHILDREN

As a post holder I recognise my responsibility to promote and safeguard the welfare of children and young people for whom I am responsible, or with whom I come into contact. I will adhere to and ensure compliance with Chetham’s Child Protection and Safeguarding Policy and related documents (available at www.chethams.com) at all times. If, in the course of carrying out the duties of the post, I become aware of any actual or potential risks to the safety or welfare of students at Chetham’s, I have a duty to follow the reporting routes and to report any concerns to the Designated Safeguarding Lead or to the Joint Principal. Our Policy and Procedure is in line with national directives and must be adhered to by all staff. Chetham’s is committed to the development of good practice and sound procedures. We will always endeavour to fulfil our duty to challenge or intervene in order to protect all students at Chetham's. Concerns and referrals will be handled in a sensitive and professional manner which will support the needs of students and staff. Chetham’s recognises the contribution it can make to protect and support students.

I agree that I have read and understood the attached job description.

Employee’s name

Employee’s signature

Date.....

Person Specification

Qualifications	University Graduate or similar Higher Level qualification	Essential
	Training or qualifications such as PGCE, PGDE or similar training that shows a high standard of relevant professional qualification	Essential
	Recent relevant CPD beyond general whole staff INSET offered	Desirable
Experience	Experience of working with students in a curriculum, pastoral or safeguarding capacity	Essential
	Experience of delivering and leading on curriculum issues in your field	Desirable
	Experience of dealing with complex situations that arise from time to time	Desirable
Knowledge, skills and abilities	Excellent communication skills with all stakeholders and high levels of respect for students, colleagues, parents, guardians, carers and visitors	Essential
	Good organisational and administrative skills. Excellent standard of English language, as well as good written, IT and verbal communications skills	Essential
	Proven ability to manage a team	Desirable
	Experience and knowledge of safeguarding, restorative approaches to discipline and mental health in young people	Essential
	Ability to handle difficult situations, difficult conversations without negative effects on your demeanour	Essential
	Ability to lead curriculum direction alongside senior colleagues	Essential
Attitude and disposition	Professional demeanour and approach in all matters	Essential
	Kind hearted, positive, 'can do' attitude	Essential
	Respectful and open to all even when under pressure	Essential
	Ability to handle sensitive information and maintain discretion on sensitive issues	Essential
	Willing to 'go the extra mile' for students and their families	Essential
	Suitability to work with children	Essential