

Saint John's

college school

Co-educational Independent Day and
Boarding School for children aged 4-13
in the heart of Cambridge



Houseparent(s)

Application Pack

September 2022



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About Us

Set in the heart of Cambridge, St John's College School is an independent co-educational school (460 children aged 4-13), which traces its roots to the Seventeenth Century when it was founded by St John's College for the education of the Choristers of the College Choir. It is described by the Good Schools Guide as "a joyous place that's buzzing".

The School has long enjoyed and deserved a national reputation for the exceptional quality of education and care it provides. The school focuses on fostering the aptitudes and nurturing the growth of each child. St John's has been awarded national Best Prep School and national Best Prep School Head awards in the Tatler Schools Awards. Its teaching has been rated 'inspirational' by the Independent Schools Inspectorate and it is the first of the very few to have achieved the coveted 'exceptional' grade for children's attainment.

At St John's, we believe in a childhood filled with affection, in which children know that they are known and valued, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves and others, learn to think for themselves, to question, to collaborate, to be independent, to own and take charge of their learning and their lives.

A curriculum that believes in children draws from them the highest and the deepest levels of attainment. Our children's achievement is described by inspectors as 'exceptional'. Though we are not selective in our Kindergarten, our children are on average at the 85th percentile on national tests of ability before they leave. Our exam results are outstanding and on average our 56 leavers gain around 26 scholarships to the strongest schools. Up to one-third of our past pupils in due course gain Oxbridge places each year, more than in the most academically selective of schools: our children continue to be exceptional learners.



The School's commitment to academic excellence is matched by its belief in the importance of the 'non-examined' subjects of Art, Drama, Music, DT, Computing and Sport, all of which are specialist taught. Be it in Ancient Greek or Debating, Advanced Computing Club, a host of choirs and instrumental ensembles, an array of Drama productions, or team and individual sports coaching of all kinds, extra-curricular activities encourage the children to develop their skills and enthusiasm.

The School has an excellent teaching staff, who give generously of their time and interests to the children. At the heart of the School's success and the children's growth is the School's commitment to the children's social and emotional development through its 'Emotions for Learning' (E4L) curriculum which starts in Kindergarten. In the pastoral life of the School, care of and respect for others are fostered. Encouragement, fun and kindness are emphasised, relationships between staff and children are relaxed and friendly and the School gives the highest priority to its pastoral care for the children. Overall, we seek to care for each child's individual needs, aptitudes and excellences.

Education at its best is a deep act of care. If we care, then we will notice. If we notice, then we will act on a child's behalf. If we act for each child, then each of our children will grow best, will achieve best, will become their best selves. To be known, to be noticed, to be valued, to be cared for: fundamental things for all of us, these are the essentials of a good childhood and they are at the heart of the St John's way.



Teaching Arrangements

The School aims for class sizes no greater than 20, although this may increase to no more than 22 in some year groups. They are co-educational throughout the School. In the two classes per year group in Kindergarten to Year 2, children are taught predominantly by their Form Teacher, assisted throughout by a Teaching Assistant, with Music, Drama and PE taught by subject specialists.

At the First Form (Year 3) stage, there is an intake of up to 16 more children and three classes are formed by combining the existing children with the new intake. The First and Second Form (Years 3 & 4) classes are taught by their Form Teacher for the core subjects. A degree of classroom assistance continues and extension and enrichment groups are formed on a flexible basis according to the children's needs. Subject specialist teaching is provided in varying degrees according to the particular interests and talents of the Form Teacher. Music, Art, Drama, Computing, DT, Science/STEM, French and PE may all be specialist taught in the First and Second Forms.

The pupils move to the Senior House site in the Third Form (Year 5), remaining within their previous class groupings. There is setting in Maths and English and enrichment groups are offered as appropriate, and Latin is introduced. A Tutor system operates, whereby a team of tutors, with a Pastoral Head of Year, is responsible for the pastoral care of the children. Each tutor has no more than 10 pupils in his or her care.

From the Fourth Form (Year 6), all subjects are specialist taught. For the final two years, setting is introduced in all examined subjects. Drama, Art, Computing, DT, Music and PE all retain their specialist taught status and timetabled status in a School which is committed to a broad and fulfilling curriculum.

Admission

Entry to the School at the 4+ stage is by registration and parental interview. There is no formal assessment of children at this stage other than to ensure that a child is ready for a School environment. Two-thirds of the School's intake is thus non-selective. At 7+, the intake is selective only in so far as we seek to ensure that a child will cope with the demands of our strong academic curriculum and, as such, seek to answer the question 'will this child be happy here?' Overall, then, the pupil population is of mixed ability though by the time the children leave the average attainment on standardised tests is around the 85th percentile nationally.

Destination Schools

Children leave us for a wide range of Schools at 13+, proceeding via Common Entrance, Scholarship or other examinations. Our leavers often gain between 20 and 30 scholarships each year.

Flexible Learning

Our youngest children are full of questions, rich with curiosity. We work to preserve and strengthen their questioning and thinking skills. From the earliest age, we give them the essential tools, knowledge and understanding but we aim to give them more. Our Flexible Learning programme of developments incorporates child-led independent learning, creative and critical thinking, digitally enhanced learning, philosophy, emotions for learning, compassion and loving-kindness teaching, as well as outdoor learning which benefits from the recent addition of a landscaped forest garden. An Enrichment programme has been implemented with our 9 to 13 year olds every Thursday afternoon to explore projects such as our Sustainability developments, as well as cross-curricular work in computing, the arts, design technology, maths and science and to give space to My Mind (incorporating mindfulness, study skills, Tai Chi, PSHEE and philosophy as a foundation for the skills necessary for critical thinking, self-management of learning and management of self). The aim is to foster children's ability to possess their own learning, to engage their innate curiosity and creativity and to encourage them to connect with feeling to themselves and their world.

Our education is about the whole child. Our children become independent learners and creative thinkers prepared to question, with their curiosity very much alive. They get the best from themselves and achieve very highly within and beyond the classroom. We aim for our children to develop a real generosity of spirit, who will know and care about how to get the best for others, and who will do well when they are with us and when they are long beyond our shores.

Safeguarding

The School fully recognises the contribution it makes to Safeguarding and Child Protection as set out in the Safeguarding and Child Protection Policy.

Our approach to the care of our children aims to ensure that they will feel secure, and that they will be able to talk and to feel that they will be heard. The PSHEE curriculum supports discussion of relationships, trust and personal space and includes various aspects of the Cambridgeshire ‘Personal Safety’ programme. While this formal curriculum is important, the culture of the School, the strength of the tutorial system and the positive relationships formed between children and teachers all strengthen not just our overall care but also the likelihood both that our children may feel able to confide in us and that we will ourselves be aware of causes for concern. Our day-to-day contact with the children means that we are well placed to observe outward signs of abuse.

We have three fully trained designated safeguarding leads led by the Designated Safeguarding and Prevent Lead who is also the Assistant Head Pastoral. All staff, including visiting instrumental teachers and individual needs teachers, catering and maintenance staff and administration staff and volunteers, receive training and this training is regularly updated for all staff.

‘Keeping Children Safe in Education’ requires all School staff to pass on information which gives rise to a concern about a child’s welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse, to the Head and/or the designated safeguarding leads. The School will seek, as appropriate, to discuss any concerns with parents, and where possible seek their consent for any referral to the County Social Care Department. However, this can only be done where such discussion and agreement-seeking will not place the child at increased risk of significant harm.

The School ensures that the criminal background of applicants for vacant posts is checked in accordance with statutory guidance. In all such matters, the School is bound by and willingly complies with its legal obligations.

Introduction to the Safeguarding Policy

St John’s College School fully recognises the responsibility it has under section 157 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education and Training (Welfare of Children) Act, 2021 to have arrangements in place to safeguard and promote the welfare of children.

With regard to the provisions it makes for safeguarding and safer recruitment, the school takes into account the nature, age range and other significant features of the school including specifically, EYFS pupils, pupils who board, as well as choristers.

This policy has been drawn up having regard to the following:

- Keeping Children Safe in Education (KCSIE) (September 2021)
- Disqualification under the Childcare Act 2006 (September 2018)
- What to do if you’re worried a child is being abused (March 2015)
- Working Together to Safeguard Children (September 2018 – updated in 2019)
- Information sharing (2018)
- Prevent Duty Guidance: for England and Wales (July 2015)
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- When to call the police (non-statutory guidance from the National Police Chiefs’ Council)

In line with Keeping Children Safe in Education (Sept 2021), safeguarding and promoting the welfare of children is defined for the purposes of this policy as: “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”

This responsibility is more fully explained in the statutory guidance for schools and colleges “[Keeping Children Safe in Education](#)” (KCSIE) (Sept 2021). All staff have read at least Part 1 and Annex B of this guidance and ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the School to decide.

All staff must sign to say they are aware and understand their duties and responsibilities under part one of KCSIE. Staff will be required to read every new edition of Keeping Children Safe In Education. The Designated Safeguarding Lead will ensure all staff are made aware of any changes or updates to the guidance. All staff will then be expected to read and sign to say they have read and understood the changes.

This policy also has due regard for [Prevent Duty Guidance: for England and Wales \(April 2019\)](#) supplemented by the non- statutory advice and a briefing note [The Prevent duty: Departmental Advice for Schools and Childcare providers \(June 2015\)](#) and [The Use of Social Media for On-line Radicalisation \(July 2015\)](#).

Through their day-to-day contact with pupils and direct work with families, all staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Multi-Agency Safeguarding Hub (MASH). If at any time there is a risk of immediate serious harm to a child, a referral should be made to children’s social care immediately. Anyone can make a referral. Parental consent is not needed to make a referral. The school is aware that if a crime may have been committed, the matter should be reported to the police immediately.

All staff have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and to ensure that the policy is fully implemented. Our policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Teaching assistants, catering staff, secretaries, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is important to note that safeguarding is everyone’s responsibility and that anyone can make a referral to children’s social care if necessary. At all times staff should consider what is in the best interests of the child. If you make a referral please inform the Designated Safeguarding Lead as soon as possible.

Our policy is consistent with the Safeguarding Children Partnership Board procedures.

Please refer to the full Safeguarding and Child Protection Policy and other policies available on our website (<https://www.sjcs.co.uk/policies>).



The Senior House site itself has been completely redeveloped in recent years with bespoke classrooms, an outstanding library, a DT and computer control and graphics facility, two Science labs, a Drama studio, Music facilities, a multi-sports court, changing areas and excellent staff facilities. It also contains other specialist facilities such as the Chapel, Theatre and Gymnasium.

The whole School has been networked as part of an ICT development plan which has, for some years, placed St John's at the forefront in this area.



The Setting

The School is located in leafy Grange Road, a short walk from the centre of Cambridge and the College, at the heart of which sits the Chapel, home to the internationally renowned College Chapel Choir. The School site has undergone significant rebuilding or redevelopment in the last few years to ensure the facilities, layout and fabric of the buildings fully support the delivery of the School's ethos.

The School occupies two sites, Byron House and Senior House, some 200 yards apart, across Grange Road from the extensive playing fields owned by and shared with St John's College. At Byron House, the Junior Department houses about 120 pupils (about 40 per year in two co-educational classes) aged 4-6 and is also home to about 120 pupils (in three co-educational classes per year) in the 7-8 age range. The Senior House site houses boys and girls aged 9- 13 (approximately 230 pupils in all).

Byron House provides outstanding newly designed facilities for 4-9 year olds, including specialist Music, Art/DT, Computing facilities, a Junior Library, Drama/Assembly Room, a Hall/Stage/Dining Room/Gymnasium, Individual and Small Group Teaching rooms. The new Forest Garden has been planned around a new circular teaching space and the Kindergarten enjoys Forest School Fridays in this specially designed spacious outdoor area.

A self-contained Boarding House is a short walk away from Senior House and accommodates up to 40 boys and girls, twenty of whom are the Choristers.

Boarding at St John's

Although we have only one boarding house, of 40 or so boys and girls, in a school which numbers more than 460 children aged 4-13, the boarding house is very much at the heart of the school. It is home to the twenty Choristers and Probationers of one of the world's great choirs, whose lives are as demanding as they are rewarding and who require very careful management and support. It is also home to more than twenty other girl and boy boarders, many of whom have converted to boarding from day schooling in their final two years. The aspiration towards excellence, the level of pastoral care and the quality of relationships between staff and pupils within the School as a whole owe much to the life of the Boarding House.

Parents are made welcome at all times. An informal and relaxed atmosphere exists, making boarding as much as possible an extension of a child's family life. While relationships between pupils and staff are informal, they are based on a very clear understanding of the need for care for others and mutual respect. Overall, the life of the Boarding House, like that of the School, seeks to encourage children to discover their talents and aptitudes through a wide range of opportunities, and to grow as young people within the highest level of support and care.

The twenty Choristers and Probationers of the St John's College Choir are all boarders. Their duties find them in the College Chapel rather than at school on many evenings and, overall, they spend approximately 20 hours per week engaged in rehearsals, services or performances as part of one of the world's great choirs. For such children, it is essential that life in school should be 'ordinary' in the most positive sense and, in this respect, we make no distinction between the Choristers and others when they are in school. We treat them all simply as children. Although the Choristers' commitments require them to be in school on almost all weekends during term time, the St John's College Choir is quite distinct from Cathedral Choirs, which can require children to sing for up to 42 weeks per year. St John's Choir sings for only 27 weeks per year (all during term time) and does not sing at Christmas or Easter. While the Choir may tour, internationally, for approximately three weeks per year, the children (and the boarding staff) are required to be at school relatively little during the holidays.



The school views boarding as an essential part of the provision it makes to accommodate the needs and aptitudes of all children as they grow. Choristers must board from the age of 8. The majority of other children will board when they leave St John's and for many a move to the boarding house during their time with us is therefore a natural option. The other girls and boys in the Boarding House have, in the main, converted to boarding from day pupils at the school. Only a very few are admitted to the school as boarders.

The Boarding House is co-educational and, with the exception of the dormitory areas, children are free to congregate as they would in a family, without restrictions based on gender. In general, the house aims to be an extension of each child's family and parents are welcomed at all times. With the exception of the Choristers, the majority of children go home at the weekend.

Every weekday evening, day boarding operates, allowing day pupils to be part of the boarding house until they are collected by their parents later in the evening. Day boarding is often a transitional step towards full boarding but this is not its purpose. It is provided simply in the best interests of children and their families.

The staffing is very generous, with as many as five people on duty at most times. The successful candidate will be resident on site, where the Housemaster is also resident. There is a range of other teaching or Gap staff in residence on site or nearby (including the Assistant Housemistress) and the Headmaster resides within a short walk of the boarding house. Day school teaching staff also contribute to the overall care of the children. The task of all boarding staff is to contribute a deep and rigorous care for the social and emotional development and well-being of each of the children – in short, to ensure that we care for the boarders as if they were our own children.

The Boarding House, Whitfield House, is a short walk from Senior House, situated two doors along Grange Road. In addition to the dormitories and the common rooms, the children have access to all the facilities of Senior House, including the Library, Music school, Computer rooms, Indoor Swimming Pool, Sports Hall, Playing fields, Tennis Courts, and play areas. Once the school day is over, the school's facilities become very much the boarders' own.

Within the House itself, there are two main areas for socialising: the Kitchen and the Recreation Room. There is also a Library which is a designated 'quiet' space. Boys and girls mix freely within the House although toilets and washing facilities are separated and there is no inter-visiting between boys' and girls' bedrooms.



The Choristers of St John's College Chapel Choir

The Choristers' duties find them in the College Chapel rather than at school on many evenings and, overall, they spend approximately 20 hours per week engaged in rehearsals, services or performances as part of one of the world's great choirs. For such children, it is essential that life in school should be 'ordinary' in the most positive sense and, in this respect, we make no distinction between the Choristers and others when they are in school. We treat them all simply as children.

Although the Choristers' commitments require them to be in school on almost all weekends during term time, the St John's College Choir is quite distinct from Cathedral Choirs, which can require children to sing for up to 42 weeks per year. St John's Choir sings for only 27 weeks per year (all during term time) and does not sing at Christmas or Easter. While the Choir may tour internationally for approximately three weeks per year, the children (and the boarding staff) are required to be at school very little during the holidays in comparison with other choir schools. However, although the duties relating to the Choristers are less onerous than in comparable schools, care for them must be of the highest order. The Houseparent(s) and boarding staff do not need to be musicians but do need to work closely with the College in general and with the College's Organist and Director of Music in particular, with regard to the children's pastoral needs.



Houseparent(s) Introduction

Following the decision of the current post-holder to step down in December 2022, St John's College School is looking for a houseparent or houseparents to lead our well-established boarding house. It is intended that this will be a non-teaching position.

The house is a stand-alone building on the School site called Whitfield House. It was refurbished as a boarding house in 2010 to very high standards and continues to be a very well-looked after home away from home for our boarders. A recent external review of the School's boarding provision described it as 'delightful, attractive, beautifully maintained and well-equipped as a residential centre for children'.

The School's boarders comprise the 20 – 25 choristers (boys and girls) of the excellent and world-renowned St John's College Chapel Choir as well as other children from the School who use the boarding facilities as weekly, part-time or flexi boarders. There is room to accommodate 40 children in all.

The School is looking for an individual or couple who will enjoy leading a boarding house in an outstanding Prep School with high standards of pastoral care and bring a warmth and joie de vivre to a busy and stimulating environment.

Job Description

Responsibilities of Houseparent(s)

The Houseparent(s) is responsible to the Head for all aspects of the care of the boarders and is supported in this by the resident staff and by the teaching staff who undertake duties in the boarding house in the evenings and at weekends, as well as the Facilities, Medical, Catering and Cleaning staff.

The Houseparent(s) is responsible for the good management of the duties of all the above staff in so far as they relate to the boarding house. He/she is, as such, subject to the authority of the Head, in charge of a large team of staff at the very heart of the life of the School. It is essential that the Houseparent(s) is also in close contact and works in consultation with other senior members of staff as appropriate, in particular those who lead the pastoral and academic care of the children, the Bursar, and Directors of Music of the School and College.

The Houseparent(s) is the central link between the boarders and the teaching staff in the day school. He/she needs to be aware 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 of the day school, any matter of significant concern within the boarding house.

The Houseparent(s) bears overall responsibility for the efficient management of the duties outlined below. However, within the overall authority and with the approval of the Head, specific responsibilities can be shared with or delegated to other members of the boarding house staff.

Resident staff, including the boarding house Matron, take a full share of duties within the boarding house and on some evenings and/or weekends have overall responsibility for the boarders.

The School Nurse is, additionally, particularly responsible for the medical care in the boarding house in consultation with Matron.

The School Director of Music undertakes duties in the boarding house, arranges music practice for all choristers and boarders, supervises this practice and carries overall responsibility for the musical care of the choristers within the school.

The Houseparent(s), supported by the boarding house staff, is responsible for the following:

Safeguarding

The Houseparent(s) will receive the appropriate training, and, if deemed appropriate, will become one of the School's Deputy Designated Safeguarding Leads, with particular regard to boarders. The Deputy Designated Safeguarding Lead works closely in conjunction with the Designated Safeguarding Lead.

The monitoring of the welfare of each boarder

Each boarder's prep routine, music practice routines, extra-curricular involvement and general happiness fall within the care of the Houseparent(s). Resident and non-resident staff and Music Staff all undertake duties in relation to the routines of prep, music practice and extra-curricular activities for boarders. Lie-ins and rest periods on Thursday afternoons, plus other appropriate times, may be arranged.



Communication with staff

A tutor system exists within the 'day' school at Senior House (Years 5 to 8) by which each child is part of a group of no more than ten within the care of a Tutor and within the overall supervision of a Pastoral Head of Year. The Houseparent(s) should expect to be made aware of any problems within the day school by the child's tutor or, at Byron House (Reception to Year 4) the child's Form teacher, and should, likewise, communicate any significant concerns to each child's tutor or Form teacher, taking appropriate action to ensure the highest level of care for each child.

Behavioural expectations

The School administers very few rewards or punishments, relying instead on a clear sense of discipline within which relationships are largely informal. The Houseparent(s) is responsible for rewards and sanctions and for setting and maintaining appropriate standards of behaviour and mutual care within the boarding house. He/she should be made aware by any member of the boarding house staff of any behavioural concerns and may administer appropriate sanctions. These tend to take the form of restorative justice e.g. tidying parts of the house or assisting with laundry for minor misdemeanours. Any serious behavioural problem is dealt with sympathetically, often in conjunction with tutors, pastoral leads, the Head and, if appropriate, the School's Child Therapist. The aim of the Boarding House is to solve problems, be supportive and act as the children's advocate rather than to be punitive. All rewards and sanctions are recorded and communicated to other staff as necessary.



Communication with parents

Informal communication with parents is essential within the boarding house. Parents are encouraged to share any concerns and to be in close touch with the boarding house staff and a child's tutor. Where any significant concern arises, parents will be informed and a discussion with regard to any action required will take place with appropriate parties. The Houseparent(s) writes formal reports on the boarders and contributes to internal reporting.

With many boarders' parents living locally, dropping by in the week, and many chorister parents in school throughout the weekends, the boarding house operates a very open and welcoming policy with regard to parents. It is essential that the Houseparent(s) should gain and maintain the trust and support of parents through informal and formal communication. All boarders' parents have access to email and routine communication is readily maintained in this way.

Meetings

The Houseparent(s) routinely conducts meetings with children to discuss any matters of importance. There is currently a boarders' committee which meets regularly.

Weekly meetings of resident staff and of all those involved in the boarding house take place to ensure that routines are understood and to discuss any matters of significance with regard to the pupils' welfare.

Choristers

The Houseparent(s) will be the main supervisor and chaperone for the choristers. It is expected that the Houseparent(s) will be on duty when the choristers are in School at weekends during the university term. Working days during the week will be discussed at interview.

The Choristers sing Evensong on three weekdays and both weekend days during University Full Term, and sing Eucharist on Sunday mornings.

Supervision of the Boarding House

Subject to the authority of the Head, the management of all staff involved in supervisory duties within the boarding house falls to the Houseparent(s), who is responsible for establishing coherent practice and clear routines with appropriate staff, with regard to:

- Choristers' morning instrumental practice
- Mealtimes: breakfast, tea and supper on weekdays and all weekend meals
- Prep arrangements for boarders and Choristers
- Supervision of Day Boarders (day pupils who remain in School as part of the boarding house until up to 8:00p.m. on weekday evenings)
- After-school occupation of the boarders, including attendance at clubs, music practice and relaxation
- Bedtimes and Locking up



Boarding House Duty Rota

The School is in session for approximately 34 weeks per year. Between two and five members of staff are on duty, depending on the number of children present in the boarding house.

It is envisaged that the Houseparent(s) will have two full days off during the week. Specific duties will be defined by the successful candidates in conjunction with the Head, but may include the following:

- Morning duties. On the premises, responsible for the boarders from 6.40am- 8am, including taking breakfast with the children.
- Afternoon/Evening duty. Responsible for the boarders from 4.00pm – 10.00pm. Throughout the afternoon duties, up to four members of staff are on duty. Bedtime duties involve no fewer than three members of staff on weekdays and two members of staff at weekends.
- ‘Sleeping In’ duties. ‘Responsibility on the premises’, sleeping in, from 10pm- 8am, on up to five nights per week.
- Weekend Duties. Expected to be on duty for the whole weekend which runs normally from 11.00am on Saturday until 10.00pm on Sunday evening. Wake up and morning duty on Saturday is normally undertaken by the School Director of Music. The Choristers receive ‘leave-outs’ during the day on Saturday between 10.35am until 4.15pm, and from midday until 4.00pm on Sunday (subject to the Chorister Calendar). The Houseparent(s) will supervise any choristers who do not go on leave-outs and will be responsible for organising activities.

The Houseparent(s), with the help of boarding house staff, are expected to provide cover for absent colleagues as necessary, except in cases of extended absence, to drive Choristers to and from Evensong in the school minibus as necessary when on duty and to be in residence in order to prepare the boarding house for the beginning of term and tidy it at the end of term, for up to two additional days before and after each term.

Chorister ‘Stay-on’ and Tours

The Houseparent(s) and the resident boarding house staff are expected to be on duty during the periods when Choristers remain in residence out of term time. Choristers are resident for one weekend of each Half Term and are also either in residence or on tour, giving concerts in the UK and abroad, for approximately three weeks per year. During periods of Chorister residence in school, the Choristers have no formal schooling when they are not singing Evensong, giving concerts or making recordings. The Houseparent(s) and boarding staff arrange entertainments during free time. The successful candidate will be included in the list of those members of staff who enjoy the privilege and the demands of touring nationally and internationally with the Choir, providing pastoral care for the children. The choristers will usually be involved in CD recordings at least twice per year. The recordings can take place during term time but boarding staff would expect to be here if a recording should take place during the holidays.



Administration

The management of the Boarding House requires significant amounts of administration. The Houseparent(s), supported by other staff as appropriate, is responsible for:

Admissions: In conjunction with the Registrar and the Head, admission of pupils into the boarding house, meeting with prospective parents, ensuring that all relevant documentation is completed and ensuring that all appropriate information for joining the house sent to parents of new boarders.

Marketing: Contributing to the promotion of boarding at St John's within and beyond the school's parental community as appropriate.

Boarding House Lists: The creation of all appropriate lists with regard to e.g. allocation of dormitories, staff duty rotas, boarding house responsibilities, guidance to parents and staff re boarding house routines. Facilitating the Weekly, Flexi and Temporary Boarders on a termly and weekly basis. Recording any charges for Day Boarders (Whitfield Waiters).

Leave-outs: In conjunction with the School's administrators, compiling the weekly leave-out lists.

Chorister routines and calendar planning: Liaising with the Choir Administrator, the School Administrative Manager, the Directors of Music of School and College and the Head to produce the Chorister Calendar each term. Organisation of all Chorister routines during Chorister 'stay-on' periods. Arranging e.g. leave-outs, entertainments, staff duty rota. Administration, in conjunction with the College Director of Music and/or the Headmaster, of all Chorister events that relate to the boarding house. A weekly meeting with the Organist is essential, in addition to the daily informal contact that naturally occurs.

Chorister Tour Planning: Liaising with the Choir Administrator, the Head and others as necessary, to complete all relevant planning of choir tours and engagements, including staffing and all necessary licensing or chaperoning arrangements.

Communication with boarders' parents with regard to regulations and matters of significance relating to the boarding house.

Policy Documentation: Creating and maintaining all relevant policy and other documentation, including Handbooks for Chorister Parents, Boarders & their Families, all documentation and policies relating to inspection of the boarding house (National Minimum Standards for Boarding), Boarding House Self Evaluation Form (SEF), Development & Review Planner, staff training and induction, risk assessment and Health and Safety.

Duty Rota: Organisation of the duty rota of the resident and non-resident Boarding staff and Gap Students.

Catering: Organisation, in conjunction with the Catering Manager, of all matters relating to the feeding of the boarders.

Cleaning: In consultation with the Facilities Manager, Bursar and Matron, organisation and management of the domestic staff rota and monitoring of the effectiveness of domestic arrangements, including cleaning and laundry.

Fire Practice: Ensuring that pupils and 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 Bursar and Facilities Manager.

Pocket Money & Tuck: Administration and reconciliation of the Boarders' pocket money accounts and the management of tuck.

Budgeting: Making budget requests to the Bursar in relation to the boarding house.

Maintenance: Reporting all maintenance needs to the Facilities Manager and ensuring the care of all School property by the boarders. Undertaking weekly tours of inspection of the boarding house.

Development Planning: Undertaking annual self-assessment of Boarding and creating a development plan for the forthcoming year, for Boarders and Choristers. Producing a termly report for Governors.

Appointment of Staff

The Houseparent(s) assists the Head in appointing all members of the boarding house staff and is responsible for their induction into the routines of the boarding house, for monitoring the performance of all members of the boarding house staff and for supporting them in maintaining the highest standards of care.

This job description is not exhaustive and is subject to review.





Terms of Employment

The Houseparent(s) will work 5 days a week during the School term, to include the weekends during the Cambridge University term.

Outside of the School term the Houseparent(s) will be required to ensure the boarding house is ready for children on their return and left tidy after the end of term.

The Houseparent(s) will be required to chaperone the choristers on tour which usually includes a week before Christmas and up to two weeks at Easter. The choristers also usually undertake 4 – 5 days of recording in July just after the end of the School term for which the Houseparent(s) will need to be resident.

Remuneration

The salary will be competitive and will reflect the experience of the successful candidate(s). The salary is reviewed annually by the governors and adjusted on 1st September.

- There is up to a half-fees reduction for children educated at the School.
- The post includes accommodation in the boarding house (Whitfield House) free of all charges.
- All meals are provided during the term time when the boarders and choristers are resident.
- The school's Defined Contribution Pension Scheme will be offered to the successful candidate.
- Private Medical Insurance is provided.

Person Specification

It is envisaged that this will be a non-teaching position but some teaching may be available for a suitably qualified candidate.

- The successful candidate for this rewarding and demanding post will have some or all of the following qualifications, experience and characteristics:
- A commitment to the School's ethos and aims
- A commitment to prioritising safeguarding and the welfare of children
- A genuine wish to work for and with children aged 8 – 13 and support them in their development and progress
- Successful experience of leading or being a senior member of a boarding environment, preferably for children aged 8 – 13
- Ability to work successfully as a member of a team
- Experience, knowledge and understanding of compliance within a boarding environment
- Strong administrative skills with associated ICT skills
- An interest in personal professional development and experience of managing the professional development and appraisal of staff
- Excellent organisational, interpersonal and communication skills
- A qualification from the Boarding Schools' Association (BSA) or other accredited agency would be desirable
- A love of the British choral tradition
- A warm and caring personality
- Overall, the successful candidate will wish to make a key contribution to the success of a school which is deeply committed to helping children to become their best selves in all respects.



Applications

To apply, please complete an application form (see ‘The Application and Recruitment Process’ opposite) and send this with a covering letter to reach the Headmaster, Mr Neil Chippington, St John's College School, 75 Grange Road, Cambridge CB3 9AB (recruitment@sjcs.co.uk) by **4pm on Friday 17th June 2022** at the latest.

References will be taken and short-listed candidates will be invited to attend interviews in the week beginning 27th June 2022. Visits will include a tour of the site and interviews with senior staff and current boarders. All reasonable interview expenses will be reimbursed by the School.

St John's College School is committed to safeguarding and promoting the welfare of children.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

All appointments are subject to a criminal background check and proof of qualifications in accordance with the requirements of the Children Act.



The Application and Recruitment Process

Application Form

- The School will only accept completed Application Forms from candidates. CVs will not be accepted in substitution.
- All posts in the School involve some degree of responsibility for safeguarding children and this post in consequently exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions, reprimands or final warnings that are not “protected” in line with current legislation must be declared.
- The successful applicant will be required to obtain an Enhanced Disclosure and Barring Service Certificate.
- The School will seek references on all shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications prior to interview. References will be verified by telephone.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children, but have done so in the past, your previous employer in this instance will be asked about these issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may answer ‘not applicable’ if your duties have not brought you into contact with children or young people.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been selected and possible referral to the Police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview, this will be conducted in person and will explore your skills and experience as well as your suitability to work with children.
- All candidates invited to interview must bring original documentation confirming any educational or professional qualifications that are necessary or relevant for the post. Where originals or certified copies are not available, written confirmation of the relevant qualifications must be obtained from the awarding body.

- All candidates invited to interview must also bring with them:
 - A passport
 - A current driving licence or a birth certificate
 - A utility bill or financial statement showing your current name and address. This must be less than three months old. If these are not available, a Council Tax bill or P60 from the previous 12 months is also acceptable.
 - Any evidence of a change of name, where appropriate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer of a post will be conditional upon the following:

- Receipt of at least two satisfactory references
- Verification of identity, qualifications and career history
- A check of the Children's Barred List held by the Disclosure and Barring Service, if applicable
- A satisfactory Enhanced DBS Certificate
- Verification of eligibility to work in the UK
- Verification of professional status, such as QTS, NPQH
- For teaching posts, verification of the successful completion of the statutory Induction period (applies to those who obtained QTS after 7 May 1999)
- For teaching posts, a clear check of the DfE's Prohibited Teachers List (UK and EU)
- For relevant posts, a completed self-declaration regarding Disqualification from Childcare
- For relevant posts, a clear check of the Section 128 Directions list (Prohibition from Management)
- A medical self-declaration of fitness to carry out the required duties.
- For volunteers, a check with the school community that there are no concerns
- Satisfactory completion of the probationary period

WARNING

Where a candidate is:

- Found to be on the Children’s Barred List, or the DBS Certificate shows that s/he has been disqualified from working with children by a Court; or
- Found to have provided false information in, or in support of his/her application; or
- The subject of a serious concern as to his/her suitability to work with children

These facts will be reported to the Police and/or the Disclosure and Barring Service.

Disclosure and Barring Service

Filtering rules for Criminal Record Check Certificates

In line with current legislation, the following filtering rules now apply to all Disclosure and Barring Service (DBS) checks:

For those aged 18 or over at the time of the offence:

An adult conviction will be removed from a DBS certificate if:

- 11 years have elapsed since the date of conviction; and
- It is the person’s only offence, and
- It did not result in a custodial sentence

Even then, it will only be removed if it does not appear on the list of offences which will never be removed from a certificate. If a person has more than one offence, then details of all their convictions will always be included.

An adult caution will be removed after 6 years have elapsed since the date of the caution – and if it does not appear on the list of offences relevant to safeguarding.

For those under 18 at the time of the offence:

The same rules apply as for adult convictions, except that the elapsed time period is 5.5 years.

The same rules apply as for adult cautions, except that the elapsed time period is 2 years.

Please note:

- The term ‘Caution’ includes reprimands and warnings.
- A conviction is a determination of guilt by a court in relation to a specific offence. Multiple offences, whether arising from different occasions or from a single event, and in relation to which a court on one or more occasions reaches a determination of guilt, are to be treated as multiple convictions for filtering purposes.

Source: DBS Filtering Rules for Criminal Record Check Certificates, v 2.2

Policy on Recruitment of Ex-Offenders

As an organisation assessing applicants’ suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), St John’s College School (SJCS) complies fully with the code of practice and undertakes to treat all applicants for positions fairly.

SJCS undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

SJCS can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).

SJCS can only ask an individual about convictions and cautions that are not protected.

SJCS is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

This policy on the recruitment of ex-offenders is made available to all DBS applicants at the start of the recruitment process.

SJCS actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.

SJCS ensures that all those in SJCS who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. SJCS also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, SJCS ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

SJCS undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Disclosure and Barring Service Checks – Policy on Information Handling

General principles

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, St John’s College School complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

It also complies fully with its obligations under current Data Protection legislation and all other legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant’s full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning. While awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

Publications

The School produces a range of publications each year to profile the wide range of activities, developments and achievements. Click on each publication below to view an online copy.

The Eaglet

An overview of the year, written by the children.

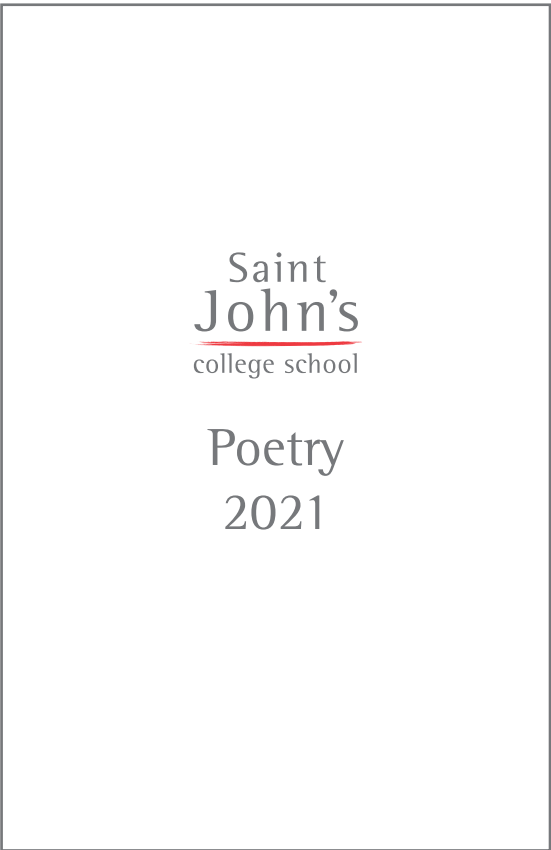


Highlights

Achievements and developments across a range of subjects over the last year.

Kindergarten

An introduction to a child's first year at St John's.



Poetry

An anthology of the children's poetry from Kindergarten to Form 6.



Find out more online

Please visit our website to find out more about St John's College School: www.sjcs.co.uk



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