Residential Boarding Matron

St Mary’s School
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Cambridge
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www.stmaryscambridge.co.uk
St Mary’s Ethos

St Mary’s School, Cambridge is an independent day and boarding school for girls aged 4 to 18. We have a school role of approximately 650 pupils. A fifth of the girls are boarders. Reflecting the cosmopolitan community of Cambridge, 12% of students are from overseas, from 34 countries.

A Christian school in the Catholic tradition and founded on the principles of our 17th century foundress, Mary Ward, we have a unique approach to education and an atmosphere which fosters a love of life and learning, while growing the academic talents and spiritual wellbeing of each individual girl, from within. We warmly welcome girls – and staff - of all Christian denominations and other faith and secular backgrounds to join our thriving community.

At St Mary’s School, Cambridge, we don’t offer a one-size-fits-all education: we provide renowned pastoral care, understanding and individual support which, coupled with dedicated academic learning opportunities, encourages girls to look beyond themselves, so that they enter adulthood aspiring to be more and to give more, not just to have more.

This academic year, the School is celebrating its 120th anniversary year. Building on our 400-year tradition, St Mary’s School, Cambridge belongs to an international network of just under 200 Mary Ward schools worldwide, presenting the possibility of exciting and innovative opportunities for our students.

Cambridge Location

The School offers a secure and welcoming learning environment for girls: we are delightfully situated in the heart of the academically and culturally vibrant city of Cambridge, with the Senior School and boarding house overlooking the University of Cambridge Botanic Gardens.

Cambridge is an outstanding place to live and work. As a University centre, the city has the cultural advantages of a much larger settlement but with a population of just 128,000 it is a safe, clean and attractive location. The city with has an international reputation owing to its world ranking University with which the school has multiple and growing links. As the heart of Silicon Fen, the school benefits from the digital and enterprise communities in the various high-tech science parks and enterprise hubs. Addenbrookes is a key teaching hospital and again the school has excellent links. We are within easy travelling distance of London (50 minutes by train) and 30 minutes from Stansted Airport.

School facilities

There has been major investment in new facilities at the School over the past decade: a new Junior School; a new Sixth Form Centre; new provision of Art & Photography; the creation of our Science Hub and our new boarding facility, Mary Ward House. We are investing in our playing fields through an ambitious collaboration with Homerton College, University of Cambridge and have invested in a new boat house in a joint partnership with a city rowing club and Homerton College.
Digital Strategy at St Mary’s

St Mary’s is a digital school. Technology is a means of underpinning St Mary’s core purpose and values. It supports the School in its goals through:

- Developing a community of staff and students which learns in, responds to and engages with an ever-changing digital world
- Preparing students for their future by giving them the confidence to work in a digital environment
- Establishing creative teaching and learning environments
- Employing teaching staff who are trained and supported to be technologically and digitally skilled.

All members of St Mary’s work digitally using Microsoft 365 as a platform. This is further organised into an interactive learning and working platform through a system called CloudBase. All students in the Senior School and Sixth Form have access to an individual device - either an iPad or Chromebook. This is used in lessons and at home.

High Performance Learning at St Mary’s

We empower all our students to aim high which is why we have chosen to become a High-Performance Learning (HPL) school. Academic year 2018-19 marks the second year of our HPL journey and there has never been a more exciting time to join our team.

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It sees all students as potential high performers who are not limited by ‘ability’. Some may take longer to reach high performance, but most are capable over time. HPL makes the goal of high performance the expectation for all students and uses a unique teaching and learning framework to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to reach success.

HPL significantly improves student academic outcomes, creates students who are have the values, attitudes and attributes that enable them to meet the challenges of adult life and enables school to achieve these outcomes consistently. HPL provides a shared philosophy and language for teaching and learning which smooths transition and enables professional collaboration.

Based on research from across cognitive psychology, gifted education and neuro-science, and on 30 years of practical experience of educators in over 16 countries, the HPL philosophy stems from the following key principles:

- High performance is an attainable target for everyone
- We can systematically teach students how to succeed in school
- The best schools produce students that are intellectually and socially confident, work-place and life-ready with a global outlook and a concern for others
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success
• Schools can only become really strong by fostering a professional community of practice among their educators.

Here at St Mary’s, we are proud to be developing our own approach to HPL and welcome applications from like-minded colleagues who are ambitious for their students and committed to research-based approaches to teaching and learning.

For further information please visit https://www.highperformancelearning.co.uk/

St Mary’s Community

Above all, St Mary’s School, Cambridge is a very happy place. We have an excellent local reputation for being very friendly and nurturing and yet ambitious for the young women in our care enabling strong progress to next steps at university, the world of work or a GAP year. Our girls are genuinely delightful, the teachers and support staff are exceptionally dedicated: we are a very close-knit, loving, joyful and purposeful community.

Job Title: Residential Boarding Matron

Reporting to: The Matron is ultimately accountable to the Headmistress through the Head of Boarding, but day to day reporting will be to the Housemistress.

Optional Accommodation: A one-bedroom flat is available and there is no charge made for heat, light or rates. In term time, all meals are available while on duty.

Overview of Boarding Matron role

While she is on duty the Matron is acting “in loco parentis” and as such accepts responsibility for the health, welfare, pastoral care and safety of the girls in the boarding house. She liaises closely with the Housemistress and Head of Boarding, keeping them informed of all relevant information regarding the girls in her care.

The nature of boarding requires the Matron to be prepared to work at any reasonable time to help care for the boarders in times of emergency or staff shortages.

The job description cannot encompass all aspects of the job which requires a full ‘Duty of Care’ for the girls and a positive, flexible approach to meet that requirement.

Key Responsibilities

1. Boarders

• Acting in loco parentis to the boarding girls in the Main House and accepting responsibility for the housekeeping of the Houses.
• Developing, in the students, a sense of collective responsibility and sensitivity to the difficulties and needs of others and encouraging such support and help for each other as is appropriate.
• Encouraging, supporting and helping to organise activities, e.g. concerts, lectures, societies, plays, matches and social events.
• Sharing responsibility with other members of the boarding staff team for the safety and behaviour of all boarders.
• Informing the Housemistress and/or Head of Boarding of any concerns regarding Child Protection or the safeguarding of children or anything that would require further action beyond the remit of the boarding staff.

3. **Staff**

• Managing, and liaising closely with, the Housemistresses ensuring that boarding duties are covered and that handovers take place.
• Passing on all relevant information regarding the girls as is appropriate from your period of duty to the Housemistress, nursing staff and academic staff.
• Liaising with the Housemistress and Head of Boarding over maintenance, cleaning, alterations and replacements required.
• Helping induct/train the Gap Assistants.

4. **Duties and Presence in Mary Ward House**

• Sleeping in the House except during holidays.
• Maintaining a pleasant and homely atmosphere.
• Monitoring behaviour and dealing appropriately with any disciplinary issues.
• Monitoring tidiness of bedrooms / dormitories so that the work of the domestic staff is facilitated.
• Upholding standards of dress, general appearance and personal hygiene.
• Supervising during meal times when on duty, ensuring that girls attend meals and taking the register.
• Ensuring that there is an appropriate working atmosphere and that homework is completed.
• Maintaining an orderly bedtime routine.
• Dealing with emergencies of any kind, including escorting girls to hospital if the nursing staff are not available.
• Accompanying younger boarders to/from the Junior School.
• Escorting girls to medical and other appointments, when on duty.
• Undertaking first-aid training as required.
• Administering prescribed medicines as directed by the school medical staff and non-prescription treatment at own discretion and in line with the homely remedy protocol, once medicine training has been delivered by the nursing staff and with their authorisation.
• Attending the boarders’ Christmas dinner and Boarders’ Concert.
• Supervising the 6th Form boarders when they return during the afternoon.
• Assisting with the domestic aspects of the boarding house as required: helping with the laundry, light cleaning duties (e.g. boarders’ kitchen/Reception surfaces, collecting recycling and emptying bins).
• Updating the House diary with any relevant information.
• Booking taxis for the boarders.
• Any other duties as directed by the Housemistress or Head of Boarding.
5. **Other Aspects**

All staff are expected to maintain continuous professional development by attending appropriate internal and external training courses, seminars and conferences which may occur in holiday or term time.

We are all members of one community and must therefore endeavour, at all times, to maintain positive working relationships with all colleagues, treating others with the same level of professionalism, respect and politeness that we would wish for ourselves. In addition, you are required to work in pursuit of our core aim, which is to ensure every student’s aspirations, capabilities, interests and talents are recognised, nurtured and celebrated. We pride ourselves on our academic standards, extra-curricular provision and pastoral care. Your performance in this regard will be judged by your outcomes relating to work, attitudes and professional behaviours.

You are required not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, while supporting the Roman Catholic ethos of the School.

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. The five outcomes of the Every Child Matters Agenda are central to the way you carry out your responsibilities – these are developing students’ awareness of:

- Be healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

**Person Specification – Residential Boarding Matron**

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<thead>
<tr>
<th>Experience and qualifications</th>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Experience of care of children and young people, including experience of caring for young people when they are not well</td>
<td>√</td>
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<td>Experience of working in a school boarding house</td>
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<td>First Aid qualification and experience (training will be given to successful candidates who do not hold a current First Aid Qualification)</td>
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<td>√</td>
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<td>Nursing or medical background</td>
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<td>Experience of working with confidential or sensitive information</td>
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**Skills and Abilities**

- Excellent communication skills with adults and young people                               √
- Demonstrates personal responsibility and good judgement                                   √
- Ability to apply clear, consistent discipline                                              √
- Attention to accuracy and detail                                                           √
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<td>Efficient with good time management skills</td>
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<td>Friendly, approachable personality</td>
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<td>Ability to work on own initiative, with minimum supervision and prioritise workload</td>
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<td>Flexibility and willingness to respond to rapidly changing circumstances</td>
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<td>Evidence of working effectively in a team</td>
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<td>‘Can do’ attitude and pro-active approach</td>
<td>✓</td>
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<td>Other</td>
<td>✓</td>
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<tr>
<td>Commitment to the ethos of the school</td>
<td>✓</td>
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<tr>
<td>Full, clean driving licence</td>
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**Child Welfare and Child Protection Issues**

The interview for this post will include exploring issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to the use of authority and maintaining discipline.

Any relevant issues arising from the take up of references will be discussed at interview.

The school is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an Enhanced Disclosure and Barring Check.