

Boarding Supervisor – Position Description

Permanent, Full Time, Term time only

Position Overview and Purpose

To provide a home away from home for Woodford House Boarding students, by being an empathic caregiver, upholding the values and standards of Woodford House through example, and positive attitude.

Responsible to: Director of Boarding - Pastoral

Functional relationship with:

Boarding Supervisor Team
Administration staff
Teaching staff
Administration Team

Shift patterns

Midweek:

6.45am – 8.30am (awake duty)
3.00pm- 11pm (awake duty)
2.30pm – 11pm Wednesday (awake duty)
11pm – 6.45am (asleep on call)

Weekends:

6.45am – 11pm (awake duty)
11pm-6.45am (asleep on call)

Key Responsibilities

Boarding Supervisors support the school in meeting its responsibilities of Duty of Care.

The encouragement of a positive and caring attitude is reflected through:

- respect, courtesy and consideration for others
- appropriate student behaviour in the House
- tidiness and pride in surroundings

Boarding Supervisors should:

- have effective communication, listening and organisation skills;
- have a good understanding and tolerance of teenagers;
- be presentable and have an approachable manner;
- be a representative of the school to parents and the community;
- maintain confidentiality in all matters relating to the school
- be in good health and stamina and have demonstrated the ability to stand stress;
- be able to work as a member of a team; and
- support the Senior Leadership Team at all times.

Boarding Supervisors are required:

- to be responsible for the day to day running of the House and school dining room according to the school's schedule;
- to consult with, to keep informed and to apply the directions of the Director of Boarding-Operations;
- to be available to the girls at all times, taking care of their general well being, helping to develop and maintain a good standard of discipline;
- to foster a safe physical and emotional environment for the girls in their care;
- to foster trust, respect and caring attitudes to enable girls to become independent and responsible thus helping them to cope with school life and their future;
- to liaise with parents, staff and girls and to be accountable for the girls at all times;
- to maintain accurate records;
- to report on the conduct of the House to incoming staff at each change of duty; and
- where applicable, ensure adequate briefing takes place with the other Boarding Supervisors period to handover.

KEY TASKS		EXPECTED OUTCOMES
1. Students Needs and Management		
1.1	Develop a positive, supportive House culture.	<ul style="list-style-type: none"> • A feeling of homeliness, friendship and a sense of belonging in the House are established and maintained. • Girls and Boarding Supervisors demonstrate respect, courtesy and consideration for others.
1.2	Be available to the girls if they wish to talk.	<ul style="list-style-type: none"> • Girls must feel that they have someone who will listen to them. Confidentiality is maintained unless a girl's safety is at risk whereupon the Director of Boarding-Pastoral must be informed immediately.
1.3	Students are supported.	<ul style="list-style-type: none"> • Girls are aware of pastoral support available to them. • Recognition of the varying needs of girls at different stages of adolescence is evident.
1.4	Adequate discipline is kept within the house, manners are encouraged and respect within the house engendered.	<ul style="list-style-type: none"> • Consequences are fair and consistent and girls respect all others around them and their surroundings.
1.5	Support the school's systems for managing student behaviour.	<ul style="list-style-type: none"> • Consequences are fair, consistent and transparent.

1.6 Girls are checked leaving from and returning to the House on town and weekend leave, and any other leave or activities.	<ul style="list-style-type: none"> • Policies and procedures followed. Girls' whereabouts and destinations are known. Correct clothing/uniform are worn at all times.
1.7 Regular uniform checks are carried out. Repairs are supported if necessary.	<ul style="list-style-type: none"> • Girls wear correct uniform, which is in good condition, clean and tidy.
1.8 Identify students whose garments are not named and ensure compliance.	<ul style="list-style-type: none"> • Parents have been advised of any shortcomings.
1.9 Rooms are checked before girls go to school.	<ul style="list-style-type: none"> • All rooms are tidy, waste bins emptied, radios and lights off during the school day. Windows shut on the ground floors.
1.10 Messages are taken for girls.	<ul style="list-style-type: none"> • All messages are received by girls.
1.11 Prep is supervised with in house or classrooms. Rolls taken on Orah.	<ul style="list-style-type: none"> • Active supervision is carried out. Whereabouts of girls is known. Rolls taken. Unoccupied rooms have lights out and radios off.
1.12 House meetings are attended.	<ul style="list-style-type: none"> • Girls are well informed of what is happening and what is expected of them. A sense of community is engendered.
1.13 Music in rooms is not heard in the corridors.	<ul style="list-style-type: none"> • Noise levels are monitored.
1.14 Roll taken in the morning as girls are woken, roll taken in the afternoon, dinner and Prep check. Carried out on Orah.	<ul style="list-style-type: none"> • Girls are accounted for and safe • Absence form is completed each morning for day school and Health Centre.
1.15 All girls are in own rooms and lights out times are maintained.	<ul style="list-style-type: none"> • Girls are settled at lights out time.
1.16 Random bed checks are done after lights out.	<ul style="list-style-type: none"> • Girls remain at school at night.
1.17 Servery, dinner, and laundry collection are supervised as required.	<ul style="list-style-type: none"> • These duties are carried out by fair delegation.
1.18 Dining room supervision as directed by the Directors of Boarding.	<ul style="list-style-type: none"> • Student behaviour is appropriate to context.
1.19 Be involved with weekend activities and supervise girls as required.	<ul style="list-style-type: none"> • Girls are kept active and activities are well supervised during the weekends.
1.20 Be aware of day girls assigned to House and that they feel welcome and abide by House rules when at school.	<ul style="list-style-type: none"> • The pastoral care team are well informed about student welfare, and health and safety.
1.21 Daily reports are written in Orah.	<ul style="list-style-type: none"> • Orah provides pastoral information to best support the girls, especially in the

	case of staff handover.
1.22 Reports on girls are written when appropriate.	<ul style="list-style-type: none"> Parents receive an informative report on their daughter within the House; each report includes a positive comment and a suggestion for improvement. Regularly update Orah.
1.23 Liaise with parents concerning the welfare of their daughter.	<ul style="list-style-type: none"> A feeling of homeliness, support and care is created.
1.24 Share pastoral care information via Orah and liaise with the other Boarding Supervisors about the care of students.	<ul style="list-style-type: none"> Completing the Health spreadsheet for the Nurse.
1.25 Report on medical concerns and administer health care as a parent/guardian would.	<ul style="list-style-type: none"> Order medical supplies as needed.
1.26 Assist during medical or any other emergencies.	<ul style="list-style-type: none"> Administer prescribed medical when required documenting this and any other treatment on our boarding medical document.
2. House Management	
2.1 All rooms are ready prior to the day the girls return from holiday.	<ul style="list-style-type: none"> Beds are made, rooms aired, windows checked for mould, cleanliness check of rooms completed.
2.2 Ensure the House environment and property is respected and monitored	<ul style="list-style-type: none"> There is proactive identification of maintenance and cleaning needs. Deliberate damage is reported. Girls are then charged.
2.2 Finalise emergency plans (including lock down) and sign of Health and Safety Hazard identification.	<ul style="list-style-type: none"> Floor plans are displayed in house and lodged with the Director of Boarding-Operations before term begins. Students sign off H&S Register.
2.3 Accurate leave, and procedures adhered to. Procedure in place for girls to see staff before leaving the house.	<ul style="list-style-type: none"> Staff must always know where girls are. Weekly collation of reasons for girls not in house for prep. Girls adhere to all leave expectations.
2.4 Laundry is ready for weekly despatch.	<ul style="list-style-type: none"> Accurate records of laundry are kept.
2.5 Suitcases are stored securely.	<ul style="list-style-type: none"> No items are lost from storage.
2.6 House is clean and secure at holidays. 2.7 Complete beginning and end of term room inspections.	<ul style="list-style-type: none"> House clean and windows closed, power points, taps and heaters off. All areas locked. Towels and linen in bags, out for collection. Fridges defrosted and cleaned, but kept plugged in, common spaces cleaned.
2.8 Notice boards are kept up to date.	<ul style="list-style-type: none"> Girls are well informed of what is happening and what is expected of them.

2.9	Attend to the presentation of public areas of the House.	<ul style="list-style-type: none"> A sense of pride in the House is evident.
2.10	Ensure that the House office is secure.	<ul style="list-style-type: none"> The House is secure.
2.11	Lock each House before leaving the premises each morning.	
2.12	Ensure that all appointments, accidents and disciplinary matters are recorded.	<ul style="list-style-type: none"> Accurate records are maintained. SafetySeek, Boardingware or email to boarding.
2.13	Staff duties and rosters are adhered to.	<ul style="list-style-type: none"> Continuity of House management is provided for students and parents.
2.14	Support and encourage the Year 12 Boarding Leaders. Organise duty rosters.	<ul style="list-style-type: none"> Better pastoral care
3. Professional Development		
3.1	Professional development opportunities are sought out.	<ul style="list-style-type: none"> NZBSA Tiaki Taiohi, First Aid and Information Technology courses are completed.
3.2	Participate in annual appraisal process.	<ul style="list-style-type: none"> Professional reviews are commenced within three months of beginning employment and completed in a reasonable time thereafter (within 12 months).
3.3	Assist with the development of policies for the approval of the Principal and Board for the improved management and operation of the Houses.	<ul style="list-style-type: none"> Appropriate policies are in place to ensure optimum management and operation of the Houses.
4. General		
4.1	Be supportive of and seek to enhance the traditions and Special Character of Woodford House.	<ul style="list-style-type: none"> Staff and girls can see our Special Character being maintained and fostered.
4.2	When possible attend assemblies and Chapel Services.	