



RESIDENTIAL HOUSEPARENT

(FULL-TIME, RESIDENTIAL, PERMANENT)

MORE HOUSE SCHOOL, FRENHAM



More House School
Rated Outstanding by Ofsted (2023)



Overview

Full-time, residential, permanent position commencing October 2025, or as soon as possible thereafter.

A professional experienced in providing educational or residential care to children and young people, or a graduate seeking their first position within a school and/or boarding environment is sought to join our enthusiastic and friendly, residential-staff team.

The post offers the following:

- Free residential accommodation – term-time and holidays
- Up to 17 weeks' 'school holiday' each year
- Free meals (3 per day) during term time
- Equivalent of at least one full day off per week and up to two days dependent on weekend shift.
- Working hours usually permit staff to be off-duty between 9.00 am and 4.00 pm each weekday

Our School Vision is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language disorder and associated conditions, by empowering them.

Our School Values are:

Kindness - Spirit - Responsibility



The School

Nationally celebrated, More House School provides an exceptional, mainstream education for intelligent boys with Specific Learning Difficulties and weakness in their developmental language skills. Providing a transformative education repeatedly recognised as 'Outstanding' by Ofsted over more than a decade, we offer a specialised learning environment for day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and A' Level, above the national averages. A majority progress to university.

The School has an 85-year history of supporting boys with additional challenge in their educational experience. Now with 500 pupils, the School has grown significantly in recent years and has the largest number on roll ever. It is recognised as being the largest SEND-specialist provision in the United Kingdom and is heavily involved in outreach work. More than half of pupils have their places funded by their local authorities.

Delivering a mainstream independent-school experience, both academically and socially, the very broad curriculum affords all pupils the opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. Pupils benefit from classroom teaching which recognises that each pupil is individual in his profile of skill strengths and weaknesses, and which focuses on adaptive strategies which look beyond pupils' individual diagnoses and prioritises the support of the four core elements of language, attention, processing and working memory. All teachers are supported to develop their understanding and professional practice in this respect, both on arrival and throughout their employment, through high-quality, nationally-accredited training delivered in-house. Class sizes are small, with a maximum of 15 pupils, and almost all pupils receive timetabled support through the on-site Learning Development Centre which comprises Speech and Language Therapists, Occupational Therapists and specialist Dyslexia-qualified Literacy and Numeracy Tutors.

Judged 'Outstanding' by Ofsted in its last five School inspections, our most recent inspection (March 2023) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. The School's provision for residential boarders was most-recently inspected in December 2024 and likewise graded 'Outstanding' in every respect. More House is CReSTeD approved, listed in their Specialist Schools category, and is an active member of the Independent Schools Association and the Boarding Schools' Association.

The School is set on a wooded hillside in nearly thirty acres on the Hampshire / Surrey border and within the Surrey Hills Area of Outstanding Natural Beauty. Attractive modern facilities lie above the playing fields. London Waterloo is one hour away by train from close-by Farnham railway station, and there is easy access to the M25, M3 and A3 major routes. Guildford is twenty minutes' drive away, Basingstoke twenty-five, and Southampton an hour.

In recent years, the School has built its School of Engineering with CAD and food preparation / cooking teaching facilities, opened a new Humanities block and School Chapel, completed our brand new Library and Media Studies centre, and grown our Learning Support facilities. 2018 saw the expansion of the campus and the conversion of a large domestic building into our new Sixth Form centre, which was opened in January 2019, improving further the facilities for both teaching and independent study. In December 2022, we installed a new Strength and Conditioning fitness gym for students and employees. A new multi-purpose, solar-powered teaching facility will be added to the estate this summer, and we have just launched our fundraising appeal for our new all-weather, flood-lit sports pitch, complemented by a new sports pavilion and new road and traffic system.

Teaching and support staff join the School from a variety of backgrounds. Many employees have worked at More House for a number of years, but the School has supported numerous teachers through their initial teacher training, and more through their Early Career Framework. Those already qualified may have previous experience in the state-maintained or independent sectors, and may have previous experience supporting learners with specific learning and language difficulties, or may not.

Adults with a genuine wish to develop their skills in making learning opportunities successful for neurodiverse learners thrive at More House School. The School provides a high level of support and training for all teaching and support staff, affording the development of confidence, skill and qualifications in helping pupils to overcome the potential barriers to achievement posed by their difficulties. The School also provides training for many other external professionals and other schools, and on behalf of the Independent Schools Association.

The School is characterised by a continuous pursuit of excellence and improvement in all aspects of its provision, in order to realise the best possible experiences and outcomes for all pupils. All our staff are united by a shared commitment to the School's vision and mission, and by our values of Kindness, Spirit and Responsibility.

About the department

Our boarders thrive on the support provided by an enthusiastic and committed team of residential staff who support one another closely.

There are currently just under 80 boarders, the vast majority of whom board during the School week, with a small number remaining in school at non-exeat weekends. There is an ongoing commitment to development of the boarding facilities.

There can be no substitute for a loving, caring home, and our School does not seek to be such a substitute. However, the sense of community and the facilities available to boarders enables the School to foster boarders' social confidence, personal responsibility and resilience as well as developing their skills and interests.

We believe that we can make life for our boarders secure, stimulating and happy by providing an environment where they are cared for and supported by a partnership between parents and the School. Boarding at More House provides fantastic opportunities for pupils whatever their need, be it geographical, social or academic. Our boys flourish here as boarders because of these opportunities.

Our full boarders stay at School during the week and most weekends during term time. They go home in the School holidays and Exeat weekends (half-way through each half of a term). Our Weekly boarders stay at School during the week but go home every weekend and during the School holidays. A small number of boarders may choose only to stay at School for certain nights a week; we do not offer flexi-boarding. They also go home at weekends and during the School holidays.

Our Boarding Aims

- To help every young person to grow, mature and become a member of a caring and happy community.
- To provide an environment where boys staying away from home are cared for physically, emotionally, and spiritually.
- To provide as many meaningful and enriching opportunities as possible so that every boy can develop his own personality and interests.

How do we do this?

- Every boarder has a dedicated houseparent working with no more than approximately 12 boarders.
- Every houseparent is part of a wider team who is supported by the Deputy Head (Head of Residential), Deputy Head of Boarding and the Senior Housemistress, thereby keeping the staff / boarder ratio even smaller.
- Every boarding day includes a wide range of additional activities using facilities both on and off the School site.
- Every boarder is supported each day with a supervised homework (prep) hour.
- Every boarder is given a voice and an opportunity to meet regularly with their houseparent in planning how they will build on their strengths and choose to be looked after in boarding time.

Every boarder is supported to improve and develop their independence skills, both within the boarding routine and for their future lives.

About this post

The School is open for around 35 weeks a year. The post-holder has responsibility to the Deputy Head (Head of Residential) and Headmaster for the care and welfare of a dormitory or corridor within a larger house, and as part of a team of houseparents, supporting students' emotional and physical well-being and development. They will be required to participate in the School's extra-curricular activities programme. This is a non-teaching, residential role, although it may be possible to take on a small amount of teaching, dependent on subject and timetable.

This post is available in our senior boarding house (years 10-Sixth Form).

Specific Duties include:

- fostering the community ethos of the boarding environment at More House School;
- supporting the Deputy Head (Head of Residential) in ensuring the safety and welfare of pupils at all times;
- supporting and evidencing boarders' educational, social and personal development in accordance with the aims and policies of the School;

- leading recreational activities and working closely with colleagues to provide a breadth of opportunities to engage students;
- being aware of the National Minimum Standards for Residential Special Schools 2022 and the Ofsted Social Care Common Inspection Framework, and their relevance to the boarding provision at the School (training will be provided);
- working closely with other staff and with pupils' parents to develop individualised support for boarders;
- providing written reports on boarders' progress;
- being on-call during the day one day per week to accompany boys to medical appointments;
- administering non-prescription medicine or medication previously dispensed by the School nurse, after appropriate training;
- participating in performance-management meetings.
- maintaining appropriate records;
- liaising with parents, colleagues and other professionals as appropriate;
- performing such supervisory duties as may be necessary to uphold the good order of the School;
- adhering to the School's Health & Safety policies and ethos;
- attending and supporting formal School occasions;
- helping to ensure the tidiness, monitoring and safe-storage of all equipment used;
- understanding and adhering to the School's Safeguarding and Child Protection policies, including the Code of Conduct, and our wider ethos.

Complete relevant training as directed by the Deputy Head (Head of Residential), all Houseparents must complete the NVQ Level 3 in Residential Childcare and will be supported with this by the school.

The above list of duties is not exhaustive, and the post-holder may be required to perform such other duties as directed by the Headmaster or Deputy Head (Head of Residential).

Relationships

- The post-holder is responsible to the Headmaster in all matters, and is supported by, and reports to the Deputy Head (Head of Residential) in respect of academic and pastoral matters.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.

Personal specification

Essential

Desirable

Qualifications	
Further Education qualifications (e.g., A' Levels or other Level 3 or higher qualifications)	Good honours degree
Full clean driving licence	D1 minibus driving licence
	First Aid Qualification
	Residential childcare qualification (such as the NVQ Level 3 in Residential Childcare)
Skills and Experience	
Previous experience of working in a pastoral role in a Boarding School or similar environment	Knowledge/ understanding of the National Minimum Standards for Residential Special Schools 2022
Enjoyment of working with children and young people whilst appreciating their sense of humour; able to channel their enthusiasm positively	An ability to lead a range of sporting activities
Commitment to promoting health, welfare and safeguarding of children	
Able to demonstrate excellent use of standard English within a professional environment, and possess competent I.T. skills	
Be efficient with good organisational and administrative skills; including time management	
Excellent communicator and the ability to inspire confidence and respect in pupils, parents and staff	

Personal specification (cont.)

Essential

Desirable

Personal Attributes	
Have enthusiasm and energy as well as stamina and determination enabling the withstanding of challenges of working in a busy boarding environment as part of a strong, mutually-supportive team	
Have a genuine interest in pastoral care and be prepared to undertake further training for CPD	
Be a team player and willing to contribute to the wider School community	
Be flexible in their approach and have a great sense of humour.	
Professionalism and reliability, able to demonstrate sound judgement and decision-making skills, appropriate to an adult working within the children's workforce.	
Strong and secure personal commitment to the School's ethos and aims, promoting the best possible outcomes for pupils. Commitment to promoting confidence, aspiration and a sense of self-efficacy amongst our pupils.	

Hours:

4.00 pm to 9.00 am Monday to Friday, plus weekend cover as appropriate.

(Note: academic terms are typically shorter than those in the state-maintained sector, and School holidays are therefore significantly longer).

Attendance at School events outside these hours from time to time, as well as Founder's Day and INSET days towards the beginning or end of School holidays.

Remuneration and support:

- **Annual salary**, paid in monthly instalments: extremely competitive, in accordance with qualifications, experience and recognised skills, and reviewed annually;
- **Pension** - there is a contributory pension scheme in operation specifically for non-teaching personnel. As governed by pension legislation you are automatically opted into the scheme and once enrolled, need to complete an 'Opt Out' form not to be included. Contributions are paid by the School at the Governors discretion and directed by Government legislation. Contributions towards your own personal pension plan may be made, but again this will be at the discretion of the Governors with the forementioned restrictions. Details about the scheme can be found at <http://www.nestpensions.org.uk>;
- **Free accommodation, Council Tax and utilities (electricity, gas, water and waste);**
- **Employee Assistance Programme;**
- **Cycle to Work Scheme**
- **Free on-site parking within the School's beautiful grounds;**
- **Excellent lunchtime meals at no cost in the School's refectory;**
- **Free use of the School's fitness gym facilities;**
- **Comprehensive induction programme offered** including fully-funded and nationally-recognised L3 SEND Award, and ongoing professional development, including further specialist qualifications, supported through INSET days and training opportunities;
- **Free training, including to achieve a Level 3 NVQ in residential child care.**

Safeguarding:

This role is deemed to be one of working in regulated activity, meaning that the post-holder may expect to come into unsupervised contact with children and young people frequently in the discharge of their duties on-campus. As such, the expectations of conduct, required of all adults working at More House School, apply to this position, as does a full Safer-Recruitment vetting process of any appointee. A key responsibility of all adults working within the School is that of ensuring the effective safeguarding of all children and young people, through adherence to the School's policies; full training is given.





TO APPLY

Please visit our website and complete the online application form:



Interested candidates are welcome to make an appointment to visit the school for an informal visit.

The School reserves the right to interview appropriate candidates in advance of the above-named dates, and to appoint. Interested candidates are therefore strongly urged to submit their application as soon as possible.

NB – if shortlisted you will be invited to attend a face-to-face interview at the school, at your own expense.

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

More House School is firmly committed to safeguarding and promoting the welfare of children and young people.