



King Edward's

WITLEY

Appointment of a
Full-time Matron



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Executive summary

This is an exceptional opportunity for a new Matron to join a flourishing boarding and day school, set on an attractive 100-acre campus and in a beautiful part of rural Surrey.

The Matron plays a support role in establishing and maintaining House routines and in the pastoral and medical care of pupils. It is essential that he/she has a close, trusting and complementary working relationship with the Housemaster/Housemistress, who will manage him/ her for day-to-day issues. Other matters may be referred to the Deputy Head and then ultimately to the Head. Although the Resident Matron is employed in a specific boarding house, the post-holder may be asked to work elsewhere in times of need.

The Matron is expected to build up a positive relationship with all of those who live and work in the House. This will include the Assistant Housemaster/Housemistress, resident tutor, visiting tutors, cleaners and pupils both in their own House and the paired House. No distinction whatsoever should be drawn between boarding and day pupils, as the Matron is expected to provide the same care for both in equal measure. Since the Matron is an ever-present figure in the House, it is his/ her responsibility to provide a homely environment and a cordial welcome to all visitors, and especially to parents/guardians of both boarders and day pupils. Furthermore, the Matron is often around at times when other staff are not and consequently sees a range of behaviour and issues that he/she can be deal with instantly and effectively.

The position also requires the Matron to play a full and active part in the wider life of the school community and to reinforce the ethos of the School from their unique standpoint. A good Matron is one capable of making decisions and showing initiative and should be encouraged to do so by their manager. The Matron has the same responsibility and authority as all members of staff to ensure that pupils reflect credit on the School at all times.

The main areas of responsibility provide the starting point for the Matron's role, but it is fully anticipated that the Matron will be proactive and use initiative as the situation demands. Accordingly, Matron must be generous with time and responsive to the needs of pupils.



King Edward's – yesterday, today, tomorrow

As one of the longest-standing co-educational schools in the country and one of only two remaining Royal Hospitals from Tudor times, King Edward's Witley has a rich history of providing an education which is holistic, inclusive and progressive.

YESTERDAY

Nicholas Ridley, Bishop of London, convinced the boy King Edward VI to grant his palace at Bridewell on the banks of the Thames to the Lord Mayor of London, so creating the parent foundation – Bridewell Royal Hospital – as a place for the training and education of poor children in 1553. In 1860, the new charity scheme for Bridewell Royal Hospital was created and the House of Occupations was renamed King Edward's School admitting boys and girls from aged 10.

The pupils from King Edward's Boys' School moved to its current site in Witley in 1867 and the School now occupies around 100 acres of stunning Surrey countryside. The School became co-educational again in 1952 and 2017 marked the 150th anniversary of the Witley school on its current site.

TODAY AND TOMORROW

We are steadfastly proud of our heritage and longstanding engagement with the City of London through the Bridewell Foundation. King Edward's Witley and Barrow Hills School are the operational arms of Bridewell Royal Hospital, a charitable Foundation from which both schools inherit

a culture with diversity, generosity, opportunity and social responsibility at its heart, combining a global outlook with a sense of local belonging. More concretely, a significant endowment from Bridewell allows us to provide boarding places to pupils with a clear boarding need – our Foundationers.

King Edward's holds true to its Founders' mission to offer a foundation for life to young people from a range of backgrounds. At King Edward's this means an exciting and challenging curriculum, a broad range of sporting, artistic, social and cultural opportunities and an environment which is specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

Pupil experience is at the heart of what we do. The School has over 470 pupils, many of whom are day pupils from primary and Prep Schools, and pupil numbers are growing. Boarding is a core pillar of the King Edward's community, with over 140 boarders accommodated in Houses including an Upper Sixth pre-university House.

All pupils, day and boarder belong to a House and are cared for by their Housemaster/ Housemistress and their team.



King Edward's – yesterday, today, tomorrow *continued*

Around 30% of pupils live abroad, in over 30 different countries and there is a growing cohort of local day pupils. The Sixth Form generally numbers more than 100 pupils, most of whom go on to study at Russell Group, Oxford and Cambridge (in small numbers), and leading European or US-based universities.

Tradition continues to be highly valued and close links with the City of London remain through the Court of Bridewell (Board of Governors). The Lord Mayor attends Admissions Day and the School's annual Foundation Day Service at St. Bride's Church. Pupils participate in a range of events and activities associated with the City of London, perpetuating the School's links with its historic roots.

The School has a long tradition of philanthropy and addressing disadvantage and vulnerability. King Edward's offers welfare

bursaries through the Bridewell Foundation, livery companies and other charities, for young people who are less advantaged and who have a particular need for a boarding education. Over 50 pupils are supported by the Foundation and other charities with financial contributions equal to annual boarding fees to attend the School. King Edward's is proud of its ongoing work transforming the lives of disadvantaged young people through providing a safe, fulfilling and purposeful educational environment.

The Head is a member of HMC.

Further details of the School are to be found in the Independent Schools' Yearbook, or on our website www.kesw.org.





Academic life and life beyond the classroom

ACADEMIC LIFE

King Edward's offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically global society.

The School follows the National Curriculum but learning goes well beyond this, enabling pupils to think critically, study broadly but also in depth, and pursue interests in the creative and active sides of life, devoting attention to the wider community. Therefore, the School has two exam pathways at Sixth Form: A-Levels and BTECs to allow pupils to pursue different routes through the post-16 curriculum.

The School is building its academic profile and sees this as its highest priority. Whichever pathway they take, all pupils are encouraged to be independent thinkers, develop a love of learning and be open-minded and principled.

LIFE BEYOND THE CLASSROOM

The 100-acre site at King Edward's and excellent facilities ensure that the School can provide co-curricular and enrichment opportunities that are extensive and wide-ranging. Pupils follow a balanced programme of activities based on the CAS (creativity, action, service) element of the International Baccalaureate.

There is significant ongoing investment into the School's facilities, notably the Academic Hub and Reception area containing a Learning Resource Centre, and a fully refurbished day and boarding House for the Upper Sixth girls and boys.



Pastoral care and boarding

“Pupils of all ages demonstrate outstanding levels of respect for diversity and other cultures... [they] contribute enthusiastically to boarding and the community... [and] have a highly developed sense of moral understanding.” ISI 2022

King Edward’s has a uniquely diverse pupil body – culturally, socially and economically – and this forms a key part of its identity and ethos. Pupils benefit hugely from the outstanding care and support that the School provides which is inclusive and outward-looking.

Unique paired Houses share common rooms, kitchens, television and music rooms allowing girls and boys to mix naturally. This is particularly valued by parents and characterises the School’s belief in engendering equality in the community.

Housemasters/ Housemistresses lead each House, ensuring pupils are treated as individuals and encouraged to pursue their passions.

The School also offers weekly boarding and flexi boarding which is particularly popular with parents from London who wish their children to benefit from the countryside and a boarding environment but retain some flexibility.



Leadership, management and governance

The Head of King Edward's Witley chairs the Senior Management Team, comprising the Director of Finance and Operations; Deputy Head; Director of External Relations; Deputy Head Co-Curriculum; Deputy Head Academic; Director of Studies and ICT; Head of Middle School; Head of Sixth Form, and Registrar.

The Senior Leadership Team, also chaired by the Head, oversees important operational matters and currently comprises:

- Mr J Andrade, Head of Lower School
- Mr J Benson, Registrar
- Mr T Campbell, Head of Middle School
- Mr D Corran, Deputy Head
- Mr R Davies, Deputy Head Academic
- Mrs S Denness, Director of External Relations
- Mr M Harrison, Deputy Head Co-Curriculum
- Dr A N Lennard, Director of Studies and ICT
- Mr I Peel, Head of Sixth Form
- Mr I Richardson, Designated Safeguarding Lead
- Mr D Rogers, Director of Finance and Operations



Role description

KEY TASKS AND RESPONSIBILITIES

THE HAPPINESS, WELFARE, SAFETY AND HEALTH OF ALL PUPILS IN THE HOUSE

- daily contact with each pupil to build up a relationship, to provide a sympathetic ear and to spot when things may be likely to go wrong
- supporting members of the House at sporting and other major events
- regular contact at a weekly scheduled meeting with Sister in The Medical Centre to share information and to help with the attendance of pupils at appointments. If members of the House have been admitted to the Medical Centre, Matron should visit them
- looking after pupils with minor illnesses and giving out non-prescription medicines. Appropriate records must be kept
- dealing with any illness at night
- regular contact with the Sewing Room to co-ordinate major clothing repairs and exchanges of garments, as Matrons should not hold stocks of uniform
- ensuring that laundry is administered in accordance with the published schedule. Matron collects and issues laundry, but does not undertake washing except in an extreme emergency
- holding and selling a small stock of personal items (e.g. soap, toothpaste) that pupils may need to supplement the provision of the School Shop
- communicating with parents/guardians over relevant matters of concern for the personal welfare of a pupil
- ensuring that beds are made
- greeting day pupils and their parents as they arrive
- daily checks on uniform, shoes and appearance to ensure that each pupil meets standards; Matron should also undertake minor repairs
- attendance at Head's Assembly and Chapel is desirable but by agreement with Housemasters and Housemistresses, Matron can stay in House to complete registration and to oversee any late arrivals if necessary. Attendance at Sunday Chapel is compulsory if on duty
- ensuring that those members of the Sixth Form who are entitled to work in House during the day do so quietly and effectively
- checking on pupils who return to the House during the school day to collect forgotten items. Any who are constantly returning should be reported to the Housemaster or Housemistress
- being available in the lobby and break-time and lunchtime and at the end of the academic day to create a presence and to build up the relationship with pupils and the parents of day pupils as they arrive to collect
- ensuring that members of the House are attending meals and that day pupils are signing in for these meals by attending breakfast and tea on a regular basis
- being in the Activity Area after prep to support the member of staff on duty and making toast and hot drinks for pupils
- being a presence upstairs at bedtime to support the duty member of staff in settling the House for the night

DAILY ROUTINE

- being familiar with the daily routine, as shown in The Staff Handbook
- waking boarders in the morning, opening curtains and unlocking the House



Role description *continued*

ADMINISTRATION OF THE HOUSE

- liaising regularly with the Housemaster/Housemistress, the Assistant Housemaster/Housemistress and tutors over the welfare of pupils. This will be achieved by maintaining a duty record, supplying a handover to staff at the start of a duty and meeting formally with their manager regularly
- attending and helping with roll call and other House meetings
- maintaining an up to date notice board in the House
- completing the register of attendance in the morning on the database, if requested to do so
- being fully aware of the National Minimum Standards for Boarding and all School policies on Safeguarding and Child Protection, Fire and Health and Safety, as outlined in The Staff Handbook, and implementing them as necessary
- being available to help pupils and parents at the start and end of holiday periods. This includes helping with the safe storage of items that it has been agreed can be left over a holiday period.
- dealing with lost property

THE FABRIC OF THE HOUSE

- checking daily all rooms to ensure that beds are made, curtains are open and that there is a sense of tidiness
- establishing a good working relationship on a day to day basis with the cleaners to ensure that high standards of cleanliness are being maintained at all times by establishing day to day prioritisation of cleaning tasks
- reporting accurately and in detail to the Estates Department about repairs or damage in the House so that it can be addressed effectively
- dealing with minor repairs of soft furnishing, when possible

PROVISION OF SUPPORT BEYOND THE HOUSE

- each Matron should work very closely with the Matron of the paired House to ensure that cover is provided in both during the working day. This is especially important when the Matron of the paired house is off duty
- Matrons have a significant role to play on Admissions Day, Open Days, Bridewell Day, Leavers' Day and Awards Ceremony and are expected to be available to help as required
- Matrons may be required to accompany pupils in their House to The Medical Centre and then to hospital at the request of the member of staff on duty in the Medical Centre
- Matrons may be required to cover the Medical Centre in an emergency, if staff there are dealing with other situations
- Matrons have a duty to challenge untidy appearance or unsatisfactory behaviour whenever and wherever it occurs and to employ the School's Sanctions Policy, if necessary



Person specification

WHOLE-SCHOOL ATTRIBUTES

- personal charisma: warmth, integrity, self-awareness, empathy and kindness
- enthusiasm for, and commitment to, high quality, inspiring teaching and to the subject
- mental agility demonstrated through innovation and flexibility with good attention to detail
- stamina and grit
- sound judgement
- good sense of humour and appreciation of others
- willingness to challenge, evaluate, monitor, refine and revise with a view to continuing improvement
- the capacity to inspire loyalty

WHOLE-SCHOOL SKILLS AND KNOWLEDGE

- ability to listen well and think clearly in difficult situations
- be a fine role model
- foster habits of excellence and a culture of independent thinking
- strong interpersonal skills, communicative abilities, numeracy, and emotional intelligence
- high levels of personal organisation and professional efficiency
- excellent time management: ability to prioritise yet keep in mind a granular level of detail
- evidence of continuing professional learning
- building strong relationships
- knowledge of the legislation regarding schools related to the role of the post holder

ROLE-SPECIFIC

ATTRIBUTES, SKILLS AND KNOWLEDGE

- ability to communicate effectively with staff, pupils, prospective and current parents and any other stakeholders
- ability to manage and inspire children from a wide variety of backgrounds, ethnicities, social and economic circumstances
- sense of initiative, ability to work independently in a demanding role requiring stamina, resilience and sensitive decision-making
- ability to maintain an orderly environment
- knowledge and understanding of child safeguarding and child protection
- an empathy with the aims and ethos of the School.
- willingness to support and contribute to the varied life of the School



Terms of appointment and how to apply

The role of Matron will attract a competitive salary in line with experience and benefits, including single accommodation within a boarding house without charge for rent or utilities, in addition to meals during term-time. The accommodation, which also has cooking facilities, is available throughout the year.

Candidates should submit a fully completed Application Form and a covering letter which addresses the competencies outlined as key responsibilities and in the person specification. Candidates may submit a CV in addition.

King Edward's Witley and Barrow Hills School are committed to safeguarding and promoting the welfare of children and young people and the Court expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post.

Please refer to our websites or ask HR for our child protection and rehabilitation of offenders' policy. We particularly welcome applications from under-represented groups.





Bridewell Royal Hospital

King Edward's Witley and Barrow Hills School are partner schools of the Bridewell Royal Hospital Foundation.



King Edward's

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Barrow Hills

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