



Falkland Islands Government – Job Description

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|------------------------------|---------------------------------------|------------------|---------------|
| Job Title: | Houseparent | | |
| Department: | Education Department | Section: | Stanley House |
| Immediate Supervisor: | Senior Houseparent | | |
| Grade: | Falkland Islands Government Grade – F | Job Code: | 254HP1 |

Job Purpose:

Working under the direction of the Senior House Parent and Deputy Senior Houseparent, the post holder will actively provide a safe, caring, boarding environment with a focus on delivering high standards of person-centred care for all Stanley House boarders in accordance with relevant legislation, policy, procedure, professional guidelines and social care principles.

Main Accountabilities:

As a member of the part of the House-parenting team of Stanley House, Houseparents will:

- Act in 'loco parentis' for boarders by attending to the social, emotional, educational and physical needs of children and young people, including those with additional needs.
- Develop and maintain a full understanding of statutory safeguarding and child protection requirements to ensure that the focus of all duties carried out reflect and remains focused on the welfare, health and safety of all Stanley House boarders.
- Carry out the duties of Houseparent as detailed in the staff 'Handbook' to ensure the effective operation of Stanley House and to maintain a friendly, welcoming and happy environment.
- Ensure all relevant policies procedures and records are implemented and adhered to consistently.
- Under the guidance of the Senior House Parent and Deputy Senior Houseparent, proactively evaluate and work to improve on the standards set out in the Handbook.
- Help with boarder arrivals, induction and departures as required and help develop a strong house identity and ethos incorporating values of respect, tolerance, comradery and community.
- Ensure a visible presence in and around the premises at all times when on duty.
- Liaise and record interactions with parents about boarding house matters either by telephone, face-to-face or by electronic media eg emails, texts etc.
- Participate in staff meetings, training, consultation, open days and other activities which may take place outside of the usual term time calendar.
- Engage with the students at all times in a friendly but professional manner and set and maintain high standards of behaviour and attitudes of boarders and work closely with the team to ensure negative behaviour is challenged, managed and improved as required and in a timely manner.



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Main Accountabilities: *(continued)*

- Monitor and record the boarders' welfare and behaviour and report any problems in the residence to the Senior House Parent or Deputy Senior Houseparent as necessary.
- Plan, deliver and record a wide range of social, craft and sport activities and events for the evenings and weekends.
- Supervise and support homework sessions.
- Ensure all activities are risk assessed in line with the Education Department's policies.
- Report and record student illness promptly to appropriate parties and if emergency attention is required, take appropriate action as per the requirements of the Handbook.
- Oversee and support students with issues of hygiene as necessary.
- Carry out all other reasonable duties assigned by the Senior House Parent or Deputy Senior Houseparent.

The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.

Additional Information:

Children and young people, who live outside of Stanley, reside in Stanley House for the purpose of attending school during term time. Stanley House can cater for up to 35 boarders and consists of Stanley House, two accommodation blocks, outbuildings and grounds.

The post holder will be required to work on a shift rota during term time while the boarders are in residence. Shifts include being 'on call' overnight. This is not a 'live-in' post and therefore a rent-free private bedroom is provided within a self-contained flat for use while on duty.

Houseparents are required to be available during the school holidays to look after boarders who return before the beginning of term, and for those who are unable to leave immediately at the end of term and to attend whole department meetings and relevant training before the start of school terms.

Houseparents are also required to stay in Stanley House when boarders are taking Public Examinations during the school holidays.



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Criminal Record Checks – This post is regarded as sensitive

All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).

Enhanced checks via the disclosure and Barring Service will also be required.

Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers. Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of the offer of employment.



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| Person Specification: | Houseparent | | |
|---|-------------|-----------|-------------------|
| Criteria | Essential | Desirable | Assessment Method |
| Education and Qualifications: | | | |
| A good education demonstrated by GCSE passes at Grade C or above, (or equivalent) in Maths & English | ✓ | | A |
| A current driving licence and ability to pass the FIG proficiency test in the minibus and Land Rover (which includes a requirement to have 3 years driving experience) | ✓ | | A/T |
| Capacity to undertake training in the following areas: <ul style="list-style-type: none"> • safeguarding and child protection (Levels 1 – 3) • positive handling • first aid | ✓ | | A/I/T |
| Current safeguarding and child protection training | | ✓ | A |
| Current first aid training | | ✓ | A |
| Current training in positive handling, parenting, behaviour and de-escalation (e.g. Team Teach) or equivalent | | ✓ | A |
| Knowledge/Experience/Skills: | | | |
| Experience of working with students in a pastoral capacity (as a parent or in a youth organisation etc.) | ✓ | | A/I/R |
| Ability to motivate and work effectively with young people and tackle boarders who are not adhering to required standards of behaviours and rules | ✓ | | A/I/R |
| Be able to address student behavioural issues in a professional, empathic and positively reinforced manner | ✓ | | A/I/R |
| Understanding of the needs of a young person living away from home | ✓ | | A/I |
| Ability to support students with homework | ✓ | | A/I/R |
| Demonstrable ability to work as an effective member of a team and lead by example | ✓ | | A/I/R |
| Active listening skills | ✓ | | I/R |
| Ability to effectively organise themselves and those in their charge | ✓ | | I/R |
| Ability to use a range of computer packages, including Microsoft Office to a competent standard | ✓ | | A/I/T/R |



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| Person Specification: | Houseparent | | |
|---|-------------|-----------|-------------------|
| Criteria | Essential | Desirable | Assessment Method |
| Knowledge/Experience/Skills: continue | | | |
| Craft, outdoor activity, sport or cooking skills | | ✓ | A/I |
| Knowledge of relevant standards and procedures relating to students in a Boarding environment | | ✓ | A/I |
| Personal Attributes: | | | |
| A good role model for young people (e.g. respectful of others, polite, values students/parents and other relevant parties) | ✓ | | I/R |
| Demonstrates appropriate moral leadership qualities | ✓ | | I/R |
| Approachable and pleasant mannered | ✓ | | I/R |
| Ability to maintain a high degree of confidentiality. | ✓ | | I/R |
| Even tempered and empathetic to the needs of the boarders | ✓ | | I/R |
| Able to use initiative to solve problems safely and effectively | ✓ | | I/R |
| Willingness to lead craft, sport, cooking or outdoor activities | ✓ | | I |
| Can adapt easily to operational requirements and be able to show a large degree of flexibility as there can be last-minute changes, which will be communicated with you when known | ✓ | | I/R |
| Supportive of colleagues | ✓ | | I/R |
| Demonstrates flexibility and adaptability in a team situation | ✓ | | I/R |
| Sufficiently physically fit to support a student's extra-curricular activities | ✓ | | I/T |
| Has patience and flexibility to adapt to the varying needs of students and colleagues | ✓ | | I/R |
| Reliability, particularly in terms of attendance and maintaining high levels of care and behaviours | ✓ | | I/R |
| Ability to attend, and contribute to, team meetings even if held out of normal hours | ✓ | | I |
| Note to Applicants: Please ensure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. | | | |

Method of Assessment:

A - Application Form

T – Test

I - Selection Interview

R - Reference