



**REED'S**  
S c h o o l

## Candidate Information School House Matron

*Reed's School*

Sandy Lane | Cobham | Surrey | KT11 2ES

[www.reeds.surrey.sch.uk](http://www.reeds.surrey.sch.uk)

Registered Charity Number: 312008

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Reed's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



# An Introduction to Reed's School

Reed's School is a leading HMC independent day and boarding school, providing an education for around 800 pupils. We accept boys between the ages of 11 and 18 years, with girls joining in the Sixth Form. Reed's is predominantly a day school with approximately 10% of pupils boarding, spread throughout the year groups.

Although primarily day, the School benefits from all the facilities of a boarding school which provide the welcoming community feel that embodies our ethos and character.

Reed's is well-known for its innovative approach to learning, outstanding Arts and Music provision, and national and world-class Sports teams.

Our staff are recognised for their inspirational and dynamic approach to learning. The vast majority of pupils go on to attend their first-choice universities, with Russell Group universities being the most popular destinations. The ISI awarded the School "excellent" in all categories during its most recent inspection.

Situated in over forty acres of countryside in Cobham, Surrey, Reed's benefits from excellent transport links by rail, road and air. The School is a ten-minute walk to Oxshott Station, with a forty-minute journey into Central London while the A3 is a four-minute drive away with excellent links to Gatwick and Heathrow airport and the M25.



# The History of Reed's School

Reed's School was established in 1813 by the prominent philanthropist and social reformer Reverend Dr Andrew Reed as a school for orphaned children. His belief that philanthropy and education have the power to transform the lives of children remains central to the ethos of Reed's. Through our Foundation the School continues to offer bursaries to approximately 10% of the pupils who have lost the support of one or both parents, be in need of pastoral care and financial assistance.

Although much has changed since the School was founded, our values-driven approach to education has remained the same. Through our core values of Integrity, Compassion, Curiosity, Resilience, Responsibility and Independence we are able to create a dynamic, exciting, and friendly environment where our pupils and staff thrive.



# Support Staff Benefits

Reed's School enjoys notable demand for places and is backed by strong financial planning that enables all departments to be very well resourced.

## SALARY

- A competitive, bench-marked salary commensurate with experience will be offered for this role.

## PROFESSIONAL DEVELOPMENT

- The School commits to support on-going training and professional development for all of its employees.
- In addition to this, the School offers INSET days delivering a range of further training such as highly-practical First Aid qualifications.
- There is an annual cycle of appraisal as well as myriad opportunities to reflect on professional practice and development opportunities.

## PENSION SCHEME

- The School pays an employer's contribution to its selected Pension Scheme.

## EMPLOYEE ASSISTANCE PROGRAMME

- Health Assured provides expert free and confidential support with personal and professional difficulties, 24/7.

## MEALS & REFRESHMENTS

- Lunches and other refreshments are provided free of charge during the school day (breakfast and dinner available should staff work earlier or later than normal).

## PARKING

- Free, onsite parking is available for all staff.

## REED'S SCHOOL SPORTS CENTRE

- Free membership of the School's Sports Centre, with access to squash courts, gym, swimming pool and other sports facilities at agreed times.

## COMMON ROOM

- All members of staff belong to the Common Room. There are opportunities to participate in a number of Common Room activities such as social events, sports teams etc.

## CYCLE TO WORK SCHEME

- Employees can apply to the Cycle to Work Scheme, linked with Evans Cycles

## HOLIDAY CAMPS DISCOUNTS

- Discounts are available to all permanent staff on some holiday camps and activities hosted at Reed's School.

Reed's School is strongly committed to inclusion and is an equal opportunities employer. We aim to create a welcoming, respectful and safe environment for all members of our community from every ethnicity, gender, sexual orientation, age, ability/disability, religion and background. We want our pupils to understand the importance of a diverse community by recruiting from the widest possible pool of talent, removing barriers that can prevent people from showing their full potential, and fostering a fully-inclusive environment.

To enable us to make any reasonable adjustments, please let us know when you submit your application whether you have any special requirements.





# Boarding at Reed's

At Reed's we see our boarding as highly individualised and bespoke, free from the constraints of a one-size-fits-all model.

There are three boarding houses at Reed's divided by age.

The Close (Years 7 and 8) places an emphasis on a small, homely, and nurturing environment with its mantra of 'Ubuntu' (I am because we are) and its friendly house dog, Honey.

School House (Years 9 to 11) sees pupils undertake a programme of domestic, practical, and social life skills aimed at increasing their independence whilst the co-educational Sixth Form House prepares pupils to thrive in the wider world. We keep numbers small and staffing specialist, meaning pupils forge the relationships they want with house staff, while enjoying the consistency of familiar figures.

Each house has a Head of House who lives in the boarding house with their family, along with Boarding Assistants who also live in; they are all teachers and, collectively, they focus on the pastoral care and personal development of each boarder.

There is a Matron for each boarding house who looks after the children's practical needs and provide support to them in many different ways.







## The Role

The aim of this role is to assist with and contribute to the supervision and care of boarding pupils, with particular responsibility for the health, welfare and general well being of those in the House.

The role holder will also support the domestic staff attached to the House and ensure that they carry out their work effectively and efficiently.

This role will report into the Housemaster/Housemistress for the assigned boarding house.



# Main Duties and Responsibilities

- Supervise pupils during non-timetabled time when present in the boarding house.
- Work with the House team to ensure that appropriate high quality pastoral care is given to boarders of all ages and that the specific needs of each group are met.
- To be aware of, and respond to, the individual needs of boarders where required.
- Manage and co-ordinate the laundry for all boarding pupils in the House (including sports kit and casual clothes as necessary) in accordance with systems across the School.
- Provide support to the Housemaster/Housemistress to ensure that all pupils in the boarding house maintain a good standard of hygiene, cleanliness and appearance.
- Assist the House team in maintaining high standards of behaviour by pupils in the House and in all areas of school life.
- To contribute to the induction arrangements for new boarders joining the House at all times of the year.
- Assist the House team in ensuring that the House is ready to welcome parents and pupils upon arrival or on return from school holidays. This will also involve a presence on Open Mornings.
- Assist the House team in ensuring that the House is ready to welcome external lets (holiday camps), where required.
- Report issues regarding maintenance of the House and any breakages or repairs to the Director of Estates and Facilities.
- To liaise with the Cleaning Manager and maintain the required levels of cleaning and other necessary materials and equipment and make adequate provision for their safe storage.
- Maintain regular communication with the Housemaster/Housemistress, House team and any other relevant staff regarding welfare concerns.
- Work with the House team and relevant Tutor to help any boarder who may need additional care, advice or support.
- Liaise with the Medical Centre team regarding illness of boarders within the House.
- Liaise with the Medical Centre to ensure that administering of medicines and other first aid treatments are recorded accurately and effectively. This will also involve an oversight of administering medication and liaison with the Medical Centre to ensure that medical cabinets are fully stocked.
- Liaise and work with the Close and Sixth Form Matrons to ensure all Reed's boarders are looked after, as well as promoting a team ethos among the Matrons.
- Assist in taking boarding pupils to medical, dental, optometric and other specialist services or provision as necessary.
- Assist with travel arrangements to and from School for boarding pupils. Flights, passports and visas are the responsibility of the parents.
- Liaise with parents/carers of pupil who board at the House, concerning welfare and any medical matters, in consultation with the Housemaster/Housemistress.
- To be available on ad hoc basis for Parents Evenings.
- Maintain knowledge of the School's Health and Safety policies and procedures and complete Risk Assessments where required.
- Assist in the running of the School's Lost Property System.
- Maintain First Aid qualification.
- Maintain knowledge of all School pastoral policies.
- Undertake such other comparable duties as the Head of Middle School Boarding requires from time to time.
- Promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact.





# Person Specification

## QUALIFICATIONS

### Essential

- Hold a valid driving licence.

### Desirable

- First Aid qualification.

## KNOWLEDGE, SKILLS & EXPERIENCE

### Essential

- Ability to communicate effectively at all levels with pupils, staff, parents and carers.
- Computer literacy
- Excellent organisational skills.
- Ability to sew and mend clothing.
- Ability to work to a budget.

### Desirable

- Previous experience of working within a school environment.
- Ability to use a sewing machine.

## PERSONAL COMPETENCIES AND QUALITIES

### Essential

- Confident and approachable with the ability to listen to pupils who may wish to discuss personal issues.
- Ability to act with discretion at all times.
- Ability to work calmly under pressure.
- Patient and reassuring manner.
- Ability to work as part of a team.
- Ability to work on own initiative.
- Committed to the safeguarding and welfare of all pupils.





# Application Process

If you would like to find out further information regarding the role, please contact the HR department by email at [hr@reeds.surrey.sch.uk](mailto:hr@reeds.surrey.sch.uk) or by telephone on 01932 869044.

Applicants should apply online via the link in the Vacancies page on our website: [www.reeds.surrey.sch.uk/4401/vacancies](http://www.reeds.surrey.sch.uk/4401/vacancies)

## Safeguarding & Child Protection

Reed's School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions & cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.

## ISI INSPECTION REPORT JANUARY 2025

*In our latest ISI Inspection (Jan 2025) Reed's were judged to have met all required standards. We were also delighted that the inspectors acknowledged a 'significant strength' (a rare plaudit reserved for an aspect of a school that is unique on a national basis) for our use of feedback to raise academic standards.*

*"Effective leadership ensures that the school provides a nurturing, inclusive environment where pupils thrive academically, socially and personally."*

*"Pupils are supported by a rich curriculum, dedicated pastoral care and extensive extra-curricular opportunities."*

*"Pupils are motivated learners who are eager to succeed"*

*"Pupils enjoy positive relationships with their teachers and articulate thoughtfully their opinions and views."*

*"Teachers plan challenging and meaningful lessons which engage pupils and spark their curiosity."*