



**ALDENHAM**  
— SCHOOL —

**Housemaster/mistress (HSM)  
Boys' Full Boarding House**





## A MESSAGE FROM THE HEAD OF FOUNDATION

I am delighted that you are interested in finding out more about this role within the Aldenham Foundation. I am proud to be part of an organisation which has as its core purpose preparing young people to thrive in and give back to the world in which they live.

All of my experience, as a teacher first and then as a Head has led me to believe that a child flourishes and succeeds at school when they

are known and valued as an individual by the adults around them, and when they feel a sense of connection to students older and younger than them; in other words, they should feel part of a community. The education we offer is one in which high academic expectations go hand in hand with a desire to see the whole person grow and flourish in a strong community that is both supportive and appropriately challenging.

I hope that you will want to find out more about working within the Aldenham Foundation, and look forward to meeting you soon.

Mrs Alex Hems - Head of Foundation

## THE ALDENHAM FOUNDATION

The Aldenham Foundation has a shared governing body and is led by a Head of Foundation and Heads of the three individual schools.

Aldenham School educates around 680 boys and girls (11-18 yrs) together with the Aldenham Prep School, which educates around 150 boys and girls (3-11 yrs) on the Aldenham Campus.

The 20th Century and the new millennium have seen the developments continue and every challenge met. The size of the School has increased, the facilities have been updated, the academic timetable revised and extended and a wide range of activities added to the curriculum.



ALDENHAM

# School Aims

Aldenham School is part of The Aldenham Foundation and shares its aims.

The Aldenham Foundation aims to provide a holistic vision of education in all its schools for which the following are essential features:

- Attentive and committed learning and teaching
- Wide opportunities for participation and experience beyond the academic curriculum
- The highest standards of pastoral care
- The development of every individual child to realise and exceed their potential
- The development of personal qualities in its pupils which will enable them to be widely admired beyond the school itself
- A sense of community in which pupils, staff, parents and governors can take pride and be valued

## OUR ATTRIBUTES

The Aldenham Attributes describe our vision for the personal development of our pupils. We believe they encompass the characteristics that provide the framework for a successful experience at the School and equip them to meet the challenges of life when they leave us.

- **Aspiration**
- **Courage**
- **Independence**
- **Co-operation**
- **Curiosity**
- **Respect**



## BACKGROUND TO

# Aldenham School

Aldenham School was founded in 1597 and has remained on the same outstanding site ever since - surrounded by green fields, yet only 12 miles from Marble Arch. Aldenham has enjoyed a period of considerable growth over recent years and still retains a strong boarding ethos. Its reputation as an excellent environment for a high-quality all-round education owes much to its close knit and supportive community. Central to our educational aims is the fulfilment of every child's academic potential, but the building of confidence comes equally from participation in sport, music and drama and by meeting the challenge of living and working together within the disciplined community that is at the heart of Aldenham.

There are eight Houses constituting Aldenham Senior School: two co-ed Junior Houses for Years 7 and 8 which between them contain approximately 180 11-13 year old pupils, of whom up to 25 can be boarders; 2 senior (13-18) Day Houses, one for boys and the other for girls; a senior Boarding and Day house for girls; and 3 senior Boarding and Day Houses for boys. There are girls throughout the School making up around one third of the total number.

The School offers a wide variety of day and boarding options. The day pupils' programme operates from 8.30am until 5.30pm and staff are required to be on site throughout the school day. Boarders may either stay throughout the entire week as full boarders or can be flexi boarders. Flexi-boarding is an increasingly popular option. Around 180 pupils are either full boarders or flexi boarders. Boys and girls can move between these systems according to changes in family circumstances over their career in the School. It is interesting to note that a high proportion of the boarders live within a 20-mile radius.



The most recent full inspections of the School by ISI in November 2012 and December 2017 both produced exceptional outcomes with the highest grade of "excellent" being given in all categories. A full copy of the Inspection Report can be found on the School website.





Teaching loads are generous, with 51 out of 70 periods being the norm over two weeks, but colleagues are also required to contribute fully to the life of the School and to help with games, activities (4 lessons per week) and as tutors in the day and boarding houses. All teachers are also tutors, attached to one of the 8 houses and are responsible for delivering the tutorial programme, writing reports and overseeing the academic and pastoral welfare of their tutees. Drama, Music and the Duke of Edinburgh Scheme all thrive at Aldenham as well as “minor” sports such as sailing, fives and golf. The CCF is an active and well-resourced partnership with a local maintained School. The major boys’ sports are football, hockey and cricket which the School plays at a high level. The major sports for girls are hockey, netball and cricket. The School’s high profile in sport was emphasised by winning the - U15 ESFA Elite Schools Cup, U13 ISFA National Cup, U14, U15 & U18 Hertfordshire County Cup, U12 Plate County in 2023.

All pupils take a broad, but balanced curriculum up to GCSE of around 10 GCSE/iGCSE subjects in Year 11. The majority go on to the Sixth Form where a linear structure is used to enable most students to take three A-Levels, although some

will be offered the chance to take four. Beyond A-Level, the overwhelming majority go on to universities with a number taking gap years.

In recent years, there has been a major development and refurbishment programme. Most recently this has included the refurbishment of 10 science labs to a state-of-the art standard, and of the day and boarding house accommodation, which has been expanded and improved. The School’s buildings have undergone extensive renovation and refurbishment over recent years. The School’s newest building, The Wells Centre, includes a Sixth Form Centre as well as teaching areas for Psychology and Music. All teaching staff and students have their own Microsoft Surface device for use in and out of lessons. All teaching staff are expected to be accredited as Microsoft Educators within their first year at Aldenham. Significant ongoing investment and development of the ICT facilities allows extensive use of the Microsoft 365 environment for teaching, learning, management and administration. Computing, Dance, Design Technology (Graphics, Resistant Materials and Textiles), Drama, Government and Politics, Media Studies, Music Technology and Psychology all form part of a broad curriculum. A full-sized sports hall is at the centre of the games programme, which makes available an extremely wide variety of sports to boys and girls.

There are a number of regular school visits in the UK and abroad with many field trips, modern language visits to Europe, skiing, sports tours, as well as cultural visits to many parts of the world and expeditions to places far and wide.

Aldenham is traditionally a Christian foundation which now represents pupils, staff and families of all faiths and none. Pupils and staff are expected to be present at services once a week in the Chapel where the tenets of all faiths; kindness, tolerance and respect are reflected upon. A very wide range of racial and religious backgrounds are represented and welcomed within the School and a friendly and supportive atmosphere is our aim and our achievement within the school community.

# Housemaster/mistress (HSM)

## Reports to: Deputy Head (Pastoral)

### Overview

We are seeking to appoint an excellent classroom teacher to be the next HSM of McGill's House from September 2026. This opportunity comes about as a result of the current HSM stepping down after 12 successful years in post.

#### McGill's House

McGill's is one of the six senior Houses at Aldenham School for students in Years 9–13 and is home to around 90–100 boys aged 13 to 18, approximately half of whom board. Opened in 1887 as the first “new” boarding House created to accommodate the growing student population, it was named after its first Housemaster, Mr Herbert McGill. Today, the House provides an excellent environment for both boarders and day students, with a large, self-contained building in a prime position overlooking the Top Field. The House is led by the Housemaster and supported by two resident tutors, two Assistant Housemasters, nine non-resident tutors, the Matron, and a dedicated housekeeping team who maintain cleanliness and assist with laundry.

#### The role

HSMs are also teachers in the school and are expected to teach a reduced timetable within the senior school. In the case of this appointment the subject specialism of the person appointed is not specified.

As the HSM of a boarding house, it is a requirement that the postholder lives on site in the designated HSM accommodation throughout the normal school term. The HSM of McGill's will be provided with a substantial, well-appointed family house with a garden, attached to McGill's, for use by the HSM and their family. This accommodation is provided free of rent, bills and council tax, and it is the responsibility of the HSM to pay any tax due on these benefits.

This is a demanding yet extremely fulfilling middle leadership role and as such the successful candidate will be expected to lead by example in all their actions and interactions.

The School's boarding facilities have been judged excellent/fully compliant in the last 5 inspections and we look to the new incumbent of this post to continue these very high standards.

## Key Responsibilities

The HSM role is a crucially important one and the main responsibilities are listed below:

1. To have responsibility for the pastoral welfare, conduct and progress of all students in McGill's.
2. To build a positive relationship with every child in McGill's and their parents.
3. To lead a team of tutors to take responsibility for monitoring their tutees' social and emotional needs and tracking their academic progress.
4. To organise duty programmes and ensure the smooth and effective day to day running and supervision of the House
5. To be responsible for the safeguarding of students in McGill's and to liaise with the DSL if there are any concerns.
6. To be responsible for the upkeep of the fabric, fixtures and furniture of the building and reporting any concerns to the maintenance dept.
7. To have oversight of behaviour for McGill's students and manage disciplinary incidents.
8. To liaise with parents and ensure effective, regular communication takes place.
9. To liaise with other HSMs over House competitions and activities.
10. To promote leadership opportunities for students in McGill's and promote 'soft skills' such as communication, teamwork, problem solving and organisational skills.
11. To manage the House budget.
12. To monitor absence and attendance on iSAMS and Reach, and to follow up with the Attendance Manager and parents as necessary.
13. To monitor all travel arrangements for boarders via Reach
14. To dispense medication as required
15. To lead weekend trips and excursions for boarders to provide social and educational opportunities.
16. To be involved in the organisation of transition/moving up/induction days for prospective students.
17. To write HSM reports as directed by the Deputy Head Academic.
18. To be part of the HSM team and to work collaboratively in the best interest of the School.
19. To attend marketing events both in and out of school as directed, which may occur in evening or at weekends.
20. To attend events in which McGill's students are participating including at evenings and weekends.
21. To promote boarding and maximise its potential and usage e.g. aim to ensure that boarding operate in excess of 80% of capacity.
22. To work with the Deputy Head Pastoral to ensure the House is compliant with NMS.
23. To be on duty on specific weekends.
24. To be on call/duty on specific evenings
25. To be an active presence in House in the evenings and during the day when not on duty.
26. To be available at times during holiday periods to give tours of the House or meet with parents.
27. To be available for a week before the start of the Christmas term to prepare the House.
28. To undertake training as directed.

This list is not exhaustive and the HSM can be expected to undertake reasonable tasks, appropriate to the post as directed by FLG.

## FURTHER DETAILS ON THE HSMs RESPONSIBILITIES

The HSM reports to the Deputy Head Pastoral for the conduct of his/her House and for the individual progress and welfare of the students in his/her care.

Being a HSM is a highly rewarding and fulfilling role, but it can be very busy and place considerable demands on personal time and freedom. The HSM holds a special position in the School as a direct role model to the students in their House. This requires HSMs to conduct themselves in an appropriate fashion in terms of personal behaviour and moral code if they are to perform their duties effectively and gain the necessary respect of the community.

The HSM is expected to work in a collegiate way with the other HSMs through regular formal and informal contact to consider all aspects of the pastoral care of students within the School. A weekly HSMs meeting takes place at which attendance is required.

The HSM will have responsibilities in the following areas:

### **DISCIPLINE**

To ensure that a high level of discipline is maintained in the House. To encourage both consideration for others and high personal standards of behaviour and routine. Students should clearly understand and accept the framework within which they live in the House.

Sanctions should be in keeping with the School's Behaviour Policy. This will include applying House based rewards and sanctions where appropriate.

### **SUPERVISION**

To provide and oversee a supervision system which covers life in the House. This will include weekends, formal Prep time in Boarding Houses, the House programme, general behaviour and overall safety. This will be achieved through the involvement of adult staff, praes (prefects) and other senior students.

Each House should monitor absences and follow up pupils causing concern directly with parents and the Deputy Head Pastoral.

### **COMPLAINTS**

To ensure that complaints from students or staff about any aspect of the House are heard and dealt with. All 'serious complaints and any bullying related issues must be forwarded to the Deputy Head Pastoral.

### **HEALTH AND SAFETY**

To ensure safety at all times in the House. This includes regular inspection of the House, fire practices, electrical appliance checks etc.

The health arrangements must be clearly understood and proper liaison with the School Nurse and Health Centre must be maintained.

### **MARKETING**

The HSM has a key role to play in the marketing of the School. This includes leading tours for prospective parents and students, or appointing students to undertake this responsibility, being aware of the need to present their House in an attractive way throughout the school year and accompanying the Head or other senior staff to represent Aldenham at feeder schools' events.



## **COMMUNICATION**

To maintain accurate and up to date records on the progress and achievements of all students. A student file is to be kept for each student, to supply reports for internal use and for parents.

To attend parents' consultation evenings and be available to speak with the parents of McGill's students. To maintain communication with staff, FLG (the Foundation Leadership Group) and parents in the best interest of the students in the House.

To update the House Handbook on an annual basis for publication to new students and parents. To provide an annual Development Plan for the House for discussion with the Deputy Head Pastoral.

## **STAFF**

To be responsible for the deployment and supervision of all staff attached to the House. The HSM has a particular responsibility for the induction, training and deployment of the Tutors in the House.

## **PARENTS**

To develop the best possible relationships with parents and communicate effectively with them. It is important that parents should understand what the School and the House aim to achieve. It is important that parents are kept regularly informed of their child's progress and of any challenges, as well as communicating regularly regarding House developments.

## **TERM TIME/HOLIDAY TIME**

Whilst the House is only open to boarding students for the limits of term time, excluding exeat weekends and half term holidays, there is an expectation that HSMs will be available at some points during normal school holidays.

These will include:

1. For preparation of the House for the beginning of term. At the beginning of the school year, this would certainly need **to include the full week prior to the return of boarders**. In other terms there would be a need to be available on the weekend before term to ensure that the House is in a state of readiness.
2. At the end of the school year there is a need to ensure that plans for work on the House or other usage are appropriately supervised.
3. There is sometimes a need to meet prospective parents or students during the school holidays.
4. To be able to liaise with current students and parents in the event of difficulties or concerns being raised.
5. Attending HSM meetings which are scheduled in the week prior to the start of term in the last period of the holiday.

## **Additional Information**

Appointments to be HSM are made for 8 years, with the possibility of extension of contract for a further 2 years by mutual agreement between the HSM and the School.

A weekly HSM receives a timetable reduction and is expected to contribute fully to the wider life of the school.

The HSM of McGill's will be provided with a substantial family house attached to McGill's. This will be provided free of rent, bills and council tax. In addition, the post attracts a competitive package.

## Person Specification

Qualifications	Essential	Desirable
Experience working in a boarding environment	✓	
Qualified Teacher Status (QTS)	✓	
Additional certification or qualifications		✓
Understanding of the National Minimum Standards for boarding	✓	
Full, clean driving licence	✓	
Experience	Essential	Desirable
Teaching experience in senior school setting	✓	
Experience working with diverse student populations	✓	
Demonstrated success in implementing teaching strategies	✓	
Demonstrated commitment to safeguarding and welfare	✓	
Experience in pastoral care, managing safeguarding concerns	✓	
Experience in middle leadership or holding responsibility beyond the classroom	✓	
Experience in building positive relationships with parents/carers and external stakeholders	✓	
Experience in using digital learning platforms		✓
Skills & Attributes	Essential	Desirable
Strong classroom management skills	✓	
Excellent communication and interpersonal skills	✓	
Ability to differentiate instruction to meet diverse learner needs	✓	
Ability to remain calm and make decisions under pressure	✓	
Willingness to be a visible and active presence in the House, including evenings and weekends	✓	
Effective assessment and data analysis skills to inform instruction	✓	
Competence in using educational software and technology		✓
Strong organisational and time-management skills	✓	
Flexibility and adaptability to meet changing needs of students	✓	
Commitment to continuous professional development	✓	
Commitment to staying updated with best practice	✓	
Ability to collaborate effectively with colleagues and parents	✓	
Ability to inspire and motivate students	✓	
Personal Attributes	Essential	Desirable
Flexible approach and willingness to adapt to changing environment	✓	
Enthusiastic, creative and innovative approach to teaching	✓	
Professional demeanor and high ethical standards	✓	
Reflective practitioner committed to self-improvement	✓	
Approachable and supportive attitude	✓	
Willingness to learn and improve process	✓	
Self-driven, adaptable and ability to use initiative in situation	✓	
Cultural sensitivity and awareness	✓	
Collaborative and team-oriented mindset	✓	





BACKGROUND TO

# Aldenham School

The Aldenham Attributes of Aspiration; Co-operation; Courage; Curiosity, Independence and Respect are widely valued as encompassing the characteristics that provide our pupils with a successful experience at School and then equip them to meet the challenges when they leave us. Further details about Aldenham can be found on our website [www.aldenham.com](http://www.aldenham.com).





APPLICATION AND

# Recruitment Process

Aldenham School is committed to safeguarding, promoting British values, supporting the welfare of children and young people and the prevention of extremism and radicalisation and expects all staff and volunteers to share this commitment.

We act to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equalities Act 2010. Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Applications will be accepted by completion of an application form via My New Term on the vacancies page of our website [www.aldenham.com/other-information/job-opportunities/](http://www.aldenham.com/other-information/job-opportunities/). CVs alone will not be accepted.

Applicants will be required to undergo child protection screening, including reference checks with past employers and a Disclosure and Barring Service check.

Upon successful completion of the first application stage, we will formally invite you to attend an interview on site. You will then be informed of next steps should you qualify for the next stage.

Applications will be reviewed upon receipt and interviews arranged accordingly; early applications are therefore encouraged. We reserve the right to withdraw the advertisement once a suitable candidate is found.

If you have any questions regarding the recruitment process, please do not hesitate to contact us at [vacancies@aldenham.com](mailto:vacancies@aldenham.com).



# THE Benefits

- Competitive pay.
- Free school meals during term time.
- Sports Centre – Staff have free access to the Sports Facilities at designated times.
- Eye Care – the Foundation contribute towards eye care costs.
- Cycle to work scheme.
- Free on-site parking.
- Investment in Training and Professional Development.
- Flu Vaccinations.
- Employee Assistance Programme.
- Pension – all teaching staff members are currently eligible to join the Teacher Pension.
- Subsidised Health Care Scheme – after a qualifying period.
- Fee remission.
- Surface Pro to assist with teaching.







# ALDENHAM

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## SCHOOL

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PART OF THE ALDENHAM FOUNDATION

