

JOB DESCRIPTION

Support Matron



DEPARTMENT	Boarding Houses
WORKING PATTERN	15-20 hours per week depending on the rota to include weekends and evenings during term time. The pattern of hours will be discussed during the interview and your employment contract will give full details
ISSUE/REVISION DATE	September 2025

BACKGROUND

Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, who come from all over Britain and across the world, live in the School's 12 boarding Houses, and there are about 120 teaching staff and over 500 non-teaching staff.

All members of staff work to a single, uniting purpose: to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

A Matron's position at Harrow School is one of importance and responsibility. The House Matron is responsible for the health and welfare of the boys and for ensuring the domestic arrangements in the House run smoothly. A Matron also plays a key role in assisting the House Master to create a happy and well-ordered atmosphere throughout the House.

The Support Matron role was developed to underpin the role of House Matron at Harrow School, in order to ensure that the welfare of the boys is paramount at all times. Please note that the Matron role is not restricted to females. We welcome applications from males as well as females.

THE ROLE

The role of Support Matron at Harrow School is routinely to assist with the work of the Matrons in their respective Houses, to be available for cover for Matrons during their time off or if they are absent through illness, to cover hospital trips (planned and emergency), and to contribute to the smooth running of Gayton House.

The post-holder will be expected to work term time only (33 weeks per year), plus a small number of training days at the beginning or end of each term.

KEY RESPONSIBILITIES AND DUTIES

This job description reflects the core activities of the role and is subject to change as the department and the post-holder develop. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. In addition, the post-holder will be expected to undertake such other duties within the scope of the role as may be required by the line manager.

PRIMARY RESPONSIBILITIES

Support in Houses

The Support Matrons will spend designated periods of time throughout their working week in a number of Houses across the School. During these periods of time they will help to oversee the routine domestic operations of the House as well as spending time with the boys and providing pastoral support to them as necessary – e.g. being around the common rooms during break and after lunch. All post-holders are provided with a School mobile telephone and laptop.

Matrons rest breaks/time-off

The Support Matrons will be required to cover the relevant Houses during the periods of Matrons time-off, whether that be during the daily 4 hour rest break or weekly 24 hours off. Details of this will be discussed.

Absence of a House Matron

In the event of a House Matron being absent because of illness or some other reason, the Support Matrons may be asked to cover the relevant House until the Matron returns to work. The details of how this would affect the routine duties of the Support Matrons would be discussed with all concerned.

Medical compliance

The Support Matrons will from time to time run a Matron's Surgery. They must therefore be familiar with and operate in accordance with the House Medication Policy, which includes, for example, details of how medication should be administered to boys and how it should be recorded on the School's systems.

Hospital and specialist appointments

The Support Matron will be required to take boys out of School to specialist and hospital appointments. Matrons enter appointments for their boys on a central Outlook calendar and the Senior Matron allocates a number of these to the Support Matrons to cover.

Medical Centre general assistance

The Support Matron may, at particularly busy times in the Medical Centre, be asked to assist Medical Centre staff with general tasks such as making beds, putting linen away, helping with boys' meals, answering the telephone and general administration.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to his/her line manager or the School's Safeguarding Lead.

This position is subject to an enhanced check with the Disclosure and Barring Service in the event of a successful application. Copies of the School's Code of Practice and Policy on the Recruitment of Ex-Offenders is available from the HR Team. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

PERSON SPECIFICATION

QUALIFICATIONS, EDUCATION AND TRAINING

ESSENTIAL

- Driving licence and own car
- First aid certificate or the ability to obtain one (can be arranged at Harrow)

DESIRABLE

- Food hygiene certificate (can be arranged at Harrow)
- Epipen and other medical-related training (can be arranged at Harrow)

KNOWLEDGE AND EXPERIENCE

ESSENTIAL

- General administration experience ideally gained within an office or school environment
- Experience of working as part of a team
- Experience of working unsupervised and on own initiative

DESIRABLE

- Experience of working in an educational or care environment
- Experience of working with children out of their home environment

SKILLS AND ABILITIES

ESSENTIAL

- Good oral and written communication skills
- Good eye for detail
- Ability to work well within a team
- Ability to build good working relationships with staff and boys
- Ability to work quickly and calmly under pressure
- Ability to prioritise and manage own work
- Ability to respond quickly to an emergency, dealing calmly with injuries and first aid matters
- Proficiency and confidence in the use of IT including email

PERSONAL ATTRIBUTES

ESSENTIAL

- Able to develop a culture of mutual respect with teenage boys
- Highly organised
- Emotionally resilient
- Physically fit
- Caring and empathetic, with an understanding of young people
- Discreet
- Patient, unflappable, flexible and adaptable
- Enthusiastic, with a good sense of humour

SCHOOL VALUES AND BEHAVIOURS

All staff are expected to conduct themselves in line with the School's values which are: **Courage, Honour, Humility** and **Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
We are open to new ideas, and seek fresh challenges.

HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.