



Dublin
International School

Boarding House Parents (Residential)

Secondary School

We are seeking a professional and caring couple to act as boarding parents for our new boarding house due to open this autumn. You will be enthusiastic and knowledgeable about pastoral care and take responsibility for the running and development of our boarding programme. The boarding house is co-ed and designed for 10 students. This is a residential post, as such, both post holders will need to be a couple to live in together in an adjoining apartment. This is also a split post, consisting of both boarding and teaching to make two full-time roles, therefore both candidates must also be able to offer an academic subject.

SEK Dublin is an international day and boarding school 35 minutes south of Dublin in the town of Greystones. Children begin at 11 and progress through secondary up to 18 years of age. Students move on to study at leading universities in Ireland and around the world. Our cohort is made up of a mixture of Irish and International day students from families living in the immediate and Greater Dublin areas, as well as international boarding students who reside in our on campus boarding house or with local host families.

We have long history of educational innovation, as part of a wider group we have schools in mainland Europe and the Middle East, including a tall ship in the Mediterranean, which acts as a base to study sailing and marine conservation as well as our own university. Indeed, for over 130 years we have been preparing students for their future. As a fully independent school we have the freedom to offer an alternative to the traditional state exams. We were the first school in Ireland to offer the prestigious International Baccalaureate Middle Years (MYP) and Diploma (DP) programmes.

An understanding of the IB programme would be an advantage.

We are a growing school and are an excellent opportunity for the right candidate to advance their career in a unique international setting. We offer a strong professional development programme, colligate culture and competitive salary. If you are a highly motivated professional, who has the ability to work collaboratively and engage their pupils through enquiry-based learning and enjoy working in a culture of high expectations and mutual support, then please email your application to jobsdublin@sek.ie. The position should be listed in the subject space.

Certification with the Irish Teaching Council or an equivalent allowing registration with the Teaching Council is necessary. Successful applicants must undergo a police check.

You can learn more about us at SEK.ie



Role Specification

Boarding parents

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| Details: | <ul style="list-style-type: none"> • Full-time post consisting of boarding and part-time teaching • To be resident in accommodation each weekday and evening • The post holders will work 1 weekend per calendar month, but may be required to work more in case of emergencies, post holders will be resident in accommodation for this |
| Objective | <ul style="list-style-type: none"> • To assume responsibility for the residential care of on campus boarding students, ensuring that all legal obligations and school requirements are met • To be responsible for the care, in case of emergencies, of our off campus boarding students • To develop our boarding programme in order to support the personal and academic wellbeing of our boarding students • To work with SLT to develop our boarding programme to support the continued growth of the school |
| Reports to | <ul style="list-style-type: none"> • Academic Coordinator • Principal |
| Residential | <ul style="list-style-type: none"> • To act <i>in loco parentis</i> for all students in the boarding house in order that their social, emotional academic and physical needs are met • To act in tandem with your boarding partner to provide full care on a weekly basis for boarders, including 1 weekend per calendar month • To ensure the safety and discipline of students in the boarding house • To collaborate with teachers to ensure the continued academic progression of boarding students • To work in tandem with your boarding partner, to provide emergency care for our off-sight boarders and liaise with the Host Family Coordinator to ensure this and to ensure the overall wellbeing of off sight boarders |
| Welfare & Child protection | <ul style="list-style-type: none"> • To assume responsibility for health and safety of borders, in accordance with School expectations and statutory obligations • Maintain an up to date working knowledge of the School's safeguarding policy including all statutory obligations and guidelines from Tusla regarding child protection. • To undergo basic first aid training and update courses as directed by the Senior Leadership Team |
| Administration | <ul style="list-style-type: none"> • To maintain accurate files and reports on boarding students and to work with the school's pastoral and academic teams to ensure personal and medical student information is kept up to date in accordance with school guidelines • To maintain clear, timely and regular communication with parents including keeping a record of such communication • To ensure all procedural systems are followed regarding student permissions for time off campus, stays with parents or guardians |

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| | <ul style="list-style-type: none"> • Ensure all relevant information is in place for weekend handover / relief staff • Attend regular pastoral meetings with SLT and the pastoral team • To work with the Activities Coordinator to ensure a rich and varied programme of extracurricular activities are on offer for boarders and, along with the Activities Coordinator, to monitor participation • To develop a reasonable programme of House trips in the week that will encompass recreation, educational and practical dimensions such as trips to the cinema, swimming, gym, walks in the park or local, shopping (clothes and food) barbers and hairdressers and an orientation of the local town |
| Professional development | <ul style="list-style-type: none"> • To maintain an up-to-date knowledge of statutory obligations in Ireland and best practice from around the world • To undertake training at the direction of SLT in relation to the role and to seek out opportunities to upskill |
| Development of boarding school | <ul style="list-style-type: none"> • To take a proactive approach and work with SLT to develop and grow our boarding programme including developing policies practices and handbooks, coordinating boarding staff and marketing and promotion in keeping with school vision and ethos |
| Professional standing | <ul style="list-style-type: none"> • To conduct yourself in a manner befitting the profession and the reputation of the school, in line with School expectations, codes and statutory obligations |
| Other | <ul style="list-style-type: none"> • To undertake any other reasonable duties as directed by the Principal or Academic Coordinator |

| Attribute | Essential/Desirable | |
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| | Essential | Desirable |
| Experience of working with young people in a school setting | ✓ | |
| Experience of working in a school residential setting or similar | | ✓ |
| Experience of leadership and management in a similar setting | | ✓ |
| Commitment to safeguarding and welfare of young people | ✓ | |
| Be first aid trained/willing to train | ✓ | |
| Able to strike a good rapport with young people | ✓ | |
| Able to command respect of young people and others | ✓ | |
| Be patient and caring | ✓ | |
| Bring enthusiasm, energy and commitment to the role | ✓ | |
| Be responsible, a person of high integrity and reliable | ✓ | |
| Possess good written and oral communication skills | ✓ | |
| Commitment to support the School's ethos | ✓ | |
| Commitment to continued professional development | ✓ | |
| The ability to inspire, challenge and motivate young people | ✓ | |
| The ability to build and maintain effective relationships | ✓ | |
| The ability to work effectively as part of a team | ✓ | |
| The ability to anticipate and solve problems creatively | ✓ | |
| The ability to demonstrate loyalty and confidentiality | ✓ | |
| The ability to prioritise and manage time effectively | ✓ | |
| The willingness to be flexible and generous in time and spirit | ✓ | |
| Open mindedness and international mindedness | ✓ | |
| Hold an EU or equivalent driving licence and be prepared to drive school minibus | ✓ | |
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Further Information

Full accommodation is provided for on campus, in a 1-bedroom staff apartment adjoining the Boarding House. The role is for two full-time people, remuneration is competitive and will be dependent on qualifications and prior experience.

How to apply

Please send a CV each along with one covering letter of no more than two sides addressing your reasons for the post, and suitability for it. The details of 3 referees each must be included at the end of the CV. The same referee can suffice more than once. Please outline in your covering letter subjects you are qualified and able to teach. A teacher role and person specification also follow.

Send all applications to jobsdublin@sek.ie please include the title of **Application for Boarding House Parents** in the subject line.



Role Specification

Teacher

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| Objective | <ul style="list-style-type: none"> Identify and promote core learning skills and teaching strategies and plan and deliver high quality lessons, to ensure access and challenge for all students. Encourage best practice through support, advice and training across the school |
| Reports to | <ul style="list-style-type: none"> Head of Department Academic Coordinator Principal |
| General Classroom practice | <ul style="list-style-type: none"> Plan, prepare, develop, and deliver courses of study to a range of classes according to School requirements and the IB Diploma and Middle Years Programme guidelines To ensure continuity, progression and cohesiveness in all teaching Collaborate with other teachers to revise, develop and write new vertical and horizontal curriculum and assessment resources and ensure these are shared Model inquiry practice and the attributes of the IB learner profile in the classroom Differentiate courses of study and lessons to meet the individual needs of diverse students, based on their academic ability and previous achievement. Participate in school and staff meetings and professional development opportunities, as well as other school wide and institutional events Contribute to the wider academic and pastoral life of the school through a willingness to participate, cooperate and possibly lead initiatives in school related to developing the school culture and promotion of school values, such as projects, field trips, events and pastoral care of students, as a way to effectively meet the personal, social (wellbeing) and academic needs of students and staff |
| Assessment & grading | <ul style="list-style-type: none"> To assess students' work, systematically in line with School policies and curriculum requirements To monitor student progress, keeping records that include assessment outcomes and targets set at regular intervals in accordance with School policies and to report these periodically to parents and students in accordance with school requirements To use data and results to inform future planning, teaching and curricular development To contribute towards the implementation of Individual Learning Plans for pupils with additional need |
| Pastoral | <ul style="list-style-type: none"> To assume pastoral responsibility for all children in your charge To act as a form tutor, providing a bridge between home and school, in accordance with School expectations and guidelines when needed |
| Health & Safety/Child protection | <ul style="list-style-type: none"> To undergo Basic First Aid training and update courses as directed by the Senior Leadership Team To assume responsibility for health and safety, in accordance with School expectations and statutory obligations including the safe storage and use of any equipment or materials |

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| | <ul style="list-style-type: none"> • Maintain an up to date working knowledge of the School's safeguarding policy including all statutory obligations and guidelines from Tusla regarding child protection. |
| Professional development | <ul style="list-style-type: none"> • To maintain an up-to-date knowledge of pedagogical developments and research • To maintain an up-to-date knowledge and understanding of the curriculum (including the assessment regimes) for all courses taught • Maintain an up-to-date knowledge and understanding of school policies and contribute to their biannual review • To commit to continued professional learning by researching, collaborating and implementing innovative practice in the classroom, monitoring its effects and sharing best practice with colleagues • To seek out opportunities to observe other colleagues in the classroom and have them observe you in a spirit of sharing best practice and support • To keep up to date with technological change and the use of technology to enhance delivery, and pupil access, to the curriculum |
| Professional standing | <ul style="list-style-type: none"> • To conduct yourself in a manner befitting the profession and the reputation of the school, in line with School expectations and codes |
| Other | <ul style="list-style-type: none"> • To undertake any other reasonable duties as directed by the Principal or Academic Coordinator • To work on rotation, a maximum of one Saturday a month, at the direction of the school |

Person Specification

Teacher

| Attribute | Essential/Desirable | |
|---|---------------------|-----------|
| | Essential | Desirable |
| Registered with the Irish Teaching Council or equivalent which would make you eligible to be registered with the Irish teaching council | ✓ | |
| A relevant degree | ✓ | |
| A relevant master's degree | | ✓ |
| Successful experience of teaching in secondary schools | ✓ | |
| Ability to teach an academic subject | ✓ | |
| Ability to teach to IB Diploma level (post 16) | | ✓ |
| Knowledge or experience of IB MYP and DP programmes | | ✓ |
| Evidence of high-quality classroom practice | ✓ | |
| Competence in a range of ICT applications | ✓ | |
| Commitment to support the School's ethos | ✓ | |
| Commitment to continued professional development | ✓ | |
| Commitment to ensuring the highest standards of safeguarding | ✓ | |
| The ability to inspire, challenge and motivate learners | ✓ | |
| The ability to build and maintain effective relationships | ✓ | |
| The ability to work effectively as part of a team | ✓ | |
| The ability to anticipate and solve problems creatively | ✓ | |
| The ability to demonstrate loyalty and confidentiality | ✓ | |
| The ability to prioritise and manage time effectively | ✓ | |
| The willingness to be generous in time and spirit | ✓ | |
| Open mindedness and international mindedness | ✓ | |