



## The Royal School, Armagh

### THE POSITION

The Board of Governors is seeking to appoint a permanent Housemaster/Housemistress for the commencement of the 2026/2027 academic year.

<b>Job Title:</b>	<b>Boarding Housemaster/Housemistress</b>
<b>Responsible to:</b>	The Headmaster through the Head of Boarding.
<b>Hours of Work:</b>	Hours will not exceed an average of 40 hours per week over a 17-week period.
<b>Salary:</b>	A competitive salary is offered commensurate with experience.
<b>Accommodation:</b>	Free accommodation and food is available during term time.

The Royal School, Armagh was established by Royal Decree in 1608 and is an academically selective voluntary grammar school for boys and girls aged 4 – 19 years. The school is situated approximately 40 miles South West of Belfast. There are at present 804 pupils of whom 70 are boarders. Boarding forms an essential and integral part of our school life and identity. There is also a Preparatory Department which is situated on the school site.

The school occupies an attractive 30-acre site and is well known for its high academic standards and its significant extra-curricular programme. The facilities are excellent, and over the past number of years the School has benefited from significant investment in new buildings and refurbishment. The School, Armagh is currently accepting applications for the position of Boarding Housemaster/Housemistress. This could be a teaching or non-teaching role. The primary aspect of the role is Housemaster/Housemistress, however, it could be coupled with an element of teaching, dependent upon the successful applicant's experience and qualifications. The Housemaster/Housemistress will primarily be responsible for running all aspects of the Senior Boarding House to secure a high quality of pastoral care, effective use of resources and improved standards of learning and achievement for all pupils.

The Housemaster/Housemistress is a key member of the boarding team, primarily supporting the delivery of pastoral care to the School's Sixth Form boarders. The role requires an approachable, positive and warm person who is available to all boarders without discrimination or favouritism and who can

work well with a range of colleagues. Working as part of a team of residential staff, the post holder will be responsible for managing the Sixth Form Boarding House. The Housemaster/Housemistress will get to know the Sixth Form boarding pupils to build up a relationship of trust with them and will be expected to give support and advice on their academic studies whilst taking a leading role in disciplinary matters if necessary. The Housemaster/Housemistress has an overview of all boarders in the Senior Boarding House and is expected to ensure that they organise their work and free time efficiently and, in conjunction with other academic staff, that they have a balanced curriculum. The Housemaster/Housemistress is expected to have good resilience, enthusiasm, flexibility and an understanding of boarding school life. The Housemaster/Housemistress will be encouraged to enter fully into the life of the school and to develop and share their talents and interests in sports and/or other extracurricular activities. The Housemaster/Housemistress should ensure that when they are off the premises, appropriate arrangements have been made to ensure a proper level of supervision and care. The post is a residential role. The accommodation consists of a private one-bed flat located in the Senior Boarding House overlooking the Georgian Mall. No charge is made for the accommodation or meals during the school term. Weekday hours when on duty are from 3:15pm to 10:30pm Monday to Friday and 8.00am to 9.00am in the mornings, and each month's shift contains one weekend on duty. During the weekend of supervision, the Housemaster/Housemistress is required to be onsite when any pupil is present in the Boarding House. This would require covering the House throughout the weekend from Saturday morning 'wake up' to the pupils being settled and in bed on Sunday night. When on shift the Housemaster/Housemistress will live in the accommodation provided for the better performance of their duties and may also choose to do so when not on duty.

During term time the Housemaster/Housemistress is responsible to the Headmaster through the Head of Boarding for all aspects of the organisation and operation of the boarding house and for the welfare of the pupils in the house.

The Royal School Sixth Form Boarding offers an outstanding international pre-university educational experience to pupils aged 16+ from all around the world. All Sixth Form pupils study GCE A levels or BTEC Nationals in preparation for admission to university, further education college or employment and you are therefore expected to ensure that the pupils organise their study and free time efficiently.

The Housemaster/Housemistress is expected to get to know the boarding pupils to build up a relationship of trust with them and will be expected to give support and advice on their academic studies whilst taking a leading role in disciplinary matters if necessary.

### **Job Purpose:**

The post-holder is expected to share in all aspects of boarding life to secure high standards of pastoral care in all areas and ensure that practices improve the quality of care provided, meet the needs and aspirations of all pupils, and raise standards of achievement.

The Housemaster/Housemistress will be aware of the academic strengths and weaknesses of boarding pupils and will liaise with teaching staff to ensure that relevant background circumstances of pupils are known to ensure that the conditions and supervision in evening prep are conducive to effective academic progress.

The Housemaster/Housemistress will be part of a boarding team that supports the academic and pastoral progress of the boarding pupils whilst they are away from home.

**The successful candidates will have:**

- A strong academic background;
- A commitment to the aims and ideals of boarding school life and demonstrate the ability to deliver excellent levels of pastoral care;
- Strong communication, leadership and presentation capability;
- Be educated to degree level or equivalent and/or have experience of working with young people in a residential environment
- If undertaking the teaching element of the role - a qualification which meets the requirements for recognition to teach in grant aided schools in Northern Ireland and be registered with the GTCNI by the commencement of the post;

**Boarding**

1. To share in all aspects of boarding life.
2. To be responsible to the Head of Boarding for the safety, welfare and pastoral care of the pupils in the Boarding House.
3. To ensure that all members of the boarding staff team are familiar with the school's policies and procedures for safeguarding, counter bullying, substance misuse and health and safety, and are aware of the appropriate response needed in these areas.
4. To gain the respect and trust of all pupils, and in particular boarding pupils, and support them in their academic, co-curricular and extra-curricular activities.
5. To ensure that all members of the boarding staff team are familiar with the school's policies and procedures for safeguarding, counter bullying, substance misuse and health and safety, and are aware of the appropriate response needed in these areas.
6. To plan, implement and review structures of teaching staff supervision; to ensure the safety and security (including emotional) of all pupils at all times when they are in boarding (including meal times, weekends, and on expeditions and outings).
7. To ensure that adequate arrangements for 'back up' cover are made.

8. Aim to achieve constructive working relationships with the boarding pupils.
9. To perform any other tasks which the Head Teacher or Head of Boarding may reasonably assign.

**Teaching & Learning (if relevant and interested in part-time teaching)**

1. To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. To ensure continuity, progression and cohesiveness in all teaching (including appropriate targeted differentiation planning for SEN pupils).
3. To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. To set homework regularly, (in accordance with the School and Departmental homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
5. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. To work effectively as a member of the relevant Department team to improve the quality of teaching and learning.
7. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

*This is not intended to be an exhaustive list of responsibilities and duties. It is expected that the post-holder will participate in other reasonable activities which may be required to meet the needs of the school or for better fulfilment of the role.*

**APPLICATION**

Please complete the Application Form and send it to the Headmaster's Secretary at Royal School, College Hill, Armagh, BT61 9DH or by email to [slynd186@c2kni.net](mailto:slynd186@c2kni.net) by 4 pm on Monday 11 May 2026.

## Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• A degree (or equivalent) OR</li> <li>• Experience of working with young people in a residential environment.</li> <li>• OR</li> <li>• Nationally recognised boarding qualification</li> <li>• Full UK driving licence</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a qualification which meets the requirements for recognition to teach in grant aided schools in Northern Ireland.</li> <li>• Post Graduate Certificate in Education</li> <li>• Ability to teach to KS3 Level</li> <li>• Offer experience in other aspects of the school</li> <li>• Sport or coaching qualification</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Current knowledge of approaches to promoting positive behaviour for learning.</li> <li>• Show commitment to boarding school life.</li> <li>• A commitment to safeguard and promote the welfare of children in loco parentis.</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware of the implications of the National Minimum Standards for Boarding School for the welfare and pastoral care of boarding pupils</li> <li>• Managerial and administrative experience commensurate with leading a team of Boarding staff.</li> <li>• Knowledge of pastoral care in a boarding school</li> <li>• Knowledge in a similar role of teaching, boarding or sports coaching.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Evidence of leadership roles</li> <li>• Good and demonstrable organisational skills</li> <li>• Responsible attitude to work</li> <li>• Effective communication skills</li> <li>• Ability to show an empathetic approach</li> <li>• Able to define appropriate boundaries</li> <li>• Willingness to contribute to wider school</li> <li>• Excellent communication skills with pupils, parents and staff</li> <li>• Able to prioritise and manage time effectively</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead and manage a team consisting of teachers and support staff</li> <li>• A willingness to engage in further professional development</li> <li>• Enthusiastic approach</li> </ul>

Interpersonal skills	<ul style="list-style-type: none"><li>• An ability to motivate, enthuse and influence with strong interpersonal skills.</li><li>• The ability to sustain working for long hours throughout term time.</li><li>• Experience of developing positive relationships children and young people through sport and extra-curricular involvement</li><li>• Establishes clear, unambiguous goals.</li><li>• Remains calm and effectively manages the situation/team when faced with uncertain or unambiguous situations.</li><li>• Demonstrates 'growth mindset'; reflecting on practice, seeking to improve and learn from others as well as share own knowledge.</li><li>• Generally, to have empathy with young people.</li><li>• A professional manner and appearance.</li></ul>	
----------------------	---	--