



IBBA GIRLS BOARDING SCHOOL, SOUTH SUDAN (IGBS)

Exciting Opportunities to Teach and Work in South Sudan

Help to lead an imaginative new girls boarding school, in Ibba County, Western Equatoria State.

We are inviting expressions of interest (by Friday 25th October) in the following jobs which will form the initial team to lead and manage Ibba Girls Board School from its opening in February 2014.

- Head Teacher
- Deputy Head Teacher
- Primary Classroom Teacher
- Financial Manager
- School Matron (ideally with a nursing qualification)

Expressions of interest in these jobs are welcome from committed and qualified people in South Sudan, Uganda, Kenya, and other Sub-Saharan African countries - and also (in supportive roles) from people in the UK, USA, Australia and New Zealand who are willing to go to live in Ibba, working shoulder to shoulder alongside the African staff, and to share their experience with them, in the initial months and years of the school.

We particularly welcome expressions of interest from among the South Sudanese diaspora, who may be willing to consider going back home to work for a period.

Ibba is situated between Yambio and Maridi in Western Equatoria State. It is about 2 hours by road from Yambio, and 45 minutes from Maridi, Ibba also has its own small airstrip which is used for flights by light aircraft (e.g. by Mission Aviation Fellowship).

The school is being built in stages on a beautiful 73 acre forest site in Ibba, and the facilities to teach and accommodate the first 40 girls will be complete by the end of 2013. The buildings so far include a gate house and perimeter fence; solar powered water bore hole; classroom block; dormitories; wash block; kitchen; dining room; toilets; generator block.

Self-contained teachers' accommodation is provided on site.

If you would like to talk informally about these job opportunities please email either Bridget Nagomoro: nagosb@yahoo.com; Pia Philip: piaphilip2@yahoo.com; or John Benington: j.benington@warwick.ac.uk and we will fix up a meeting or phone call.

Further details about Ibba Girls School and the jobs are appended below; and more background can be obtained from our website: www.ibbagirlsschool.org

Application Forms and Expressions of Interest should be submitted by 25th October 2013

Interviews will be held on November 12th and 13th 2013 in South Sudan. (Skype interviews may be possible for those who cannot travel on those dates)

IBBA GIRLS BOARDING SCHOOL, SOUTH SUDAN

FURTHER DETAILS

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1) THE NEED FOR THE SCHOOL

- The long war between North and South Sudan has disrupted the education of a complete generation of South Sudanese people. Restoring schooling can be an important part of the peace-building process.
- Over 92% of adult women and 80% of men are illiterate.
- 4 out of 5 children currently do not go to school at all
- Most girls drop out from school at or before 10 years old because of domestic or child care duties or early pregnancy or marriage.

2) AIMS OF THE SCHOOL

- To build and develop a girls boarding school in Ibbra County, Western Equatoria State, South Sudan, to provide high quality education for girls aged 10 to 18 years and above, and to empower young women with the values, knowledge and vocational skills for leadership and service in local, state and national government, in their communities, and in commerce, trades and professions useful to this newly independent country.

3) VISION AND VALUES

- Ibbra Girls Boarding School (IGBS) aims to provide high quality education rooted in Christian values, and to be open, respectful and encouraging to people of all faiths and none.
- IGBS aims to tackle poverty and inequality by providing access to high quality schooling for all, whatever their background, status or wealth. Wherever possible, bursaries will be provided or obtained to ensure that no child with potential is prevented from attending school because of poverty or family background.
- The school will focus on girls because few girls currently get the chance of education beyond primary level.
- The school will be residential to make it possible for girls from a wide catchment area to attend and to study safely, shielded from competing demands for their time and attention within their households and the village.
- IGBS will prepare girls with the values, knowledge, practical and vocational skills, and service ethos to allow them to move on to higher education at University, or to satisfying and useful work in agriculture, commerce, manufacture, the sciences, or public and voluntary service.

4) STRATEGY FOR THE DEVELOPMENT OF THE SCHOOL

- The school will initially serve the needs of people living in Ibba village, Ibba County, and Western Equatoria State, but may in time be extended to include people from other States within South Sudan.
- The school will work closely with the Ministry of Education in Western Equatoria State, to actively search out girls who have the potential to benefit from schooling, whatever their background, status, qualification or family income.
- The head teacher will be appointed before the opening of the school so that she can contribute to the final development of the school prior to its opening, and to go out into the villages and search out and recruit bright young girls with the potential and capability to benefit from the schooling.
- The strategy is to build up the school steadily, in 8 stages, based on an annual intake of one class of 40 primary school girls each year, and gradually building up to a total of 320 girls in 2022, in 8 classrooms each with 40 pupils aged between 10 and 18 years old and upwards.
- This strategy will be reviewed annually by both the UK and the South Sudan Trustees and especially just prior to 2022 when the first cohort of 10 year old girls will complete their 8 years of schooling. One possibility to be considered at this stage (depending partly upon financial considerations) may be to expand the school's annual intake to two classes of 40 girls per year, giving a total of 80 girls per year and an eventual total school population of 640 girls.

5) THE FUNDING-BASE FOR IBBA GIRLS BOARDING SCHOOL

Friends of Ibba Girls School (FIGS) has been formed in the UK as a registered charity (registered number 114620) and as a company limited by guarantee, specifically to help raise the initial funding to establish Ibba Girls Boarding School, and to offer appropriate advice to the South Sudan Trustees and Board of Governors. The fund-raising strategy is based on the following principles:

- The Ibba community has donated 73 acres of valuable land for the school, and is contributing much local labour and materials for building (e.g red fired clay bricks; timber)
- Parents and children will be encouraged to contribute to the life and development of the school, to cultivate a spirit of self-reliance and communal support, and to contribute to the costs by bringing or growing some food (e.g. vegetables and other crops)
- Ibba Girls Boarding School is being set up as a "Community School" within the terms of the South Sudan Education Act 2011. This means that the school is

neither a private school nor a state school, but a partnership between the local community, the churches and the state government.

- Western Equatoria Government is an active partner with the local community in the planning of this Community School and has committed itself to including IGBS in its budget for long term support, including contributing to the costs of basic salaries for the teachers and books.
- FIGS will undertake to raise the initial capital funding to build the school in 8 stages over 8 years until it reaches a capacity of 320 girls.
- FIGS will also undertake to raise the initial revenue funding to underwrite and top up the salaries of the head teacher, classroom teachers and administrative and support staff.
- FIGS will sustain this revenue funding for at least the first 8 years from 2014 to 2022, subject to satisfactory performance, annual review, and audited accounts.
- FIGS and the IGBS Trustees will together develop a detailed Business Plan and Cash Flow Forecast for the first 8 years up till 2022, and also the second 8 years up till 2030.
- This will include a staged increase in the proportion of funding to be contributed from South Sudan sources – from government grants, parental contributions (in cash and kind e.g. food) and from local income generating businesses and co-operatives linked to the school (e.g. a small farm producing food for the school; a honey co-operative; a teak forestry co-operative; a guest house and training centre).

6) GOVERNANCE STRUCTURES IN THE UK

- The UK charity Friends of Ibba Girls School (FIGS) is governed by a body of UK Trustees which ensures that the funds raised are well managed and allocated to the main purpose – to build and develop Ibba Girls Boarding School in South Sudan.
- The UK Trustees currently comprise :
 - Emeritus Professor John Benington (Hon Chair)
 - Eric Shepley (Hon Treasurer)
 - Lord Michael Bichard
 - Dame Yve Buckland
 - Professor Jean Hartley
 - Baroness Estelle Morris
 - Hugh Paget
 - Rev Michael Paget Wilkes

- The UK Trustees have recently decided to invite some additional Trustees with expertise in school leadership and management; in fund-raising; and from the UK diaspora :
 - Jacob Lagu
 - Julie Lodrick
 - John Scouller

7) GOVERNANCE STRUCTURES IN SOUTH SUDAN

Ibba Girls Boarding School has invited a small number of distinguished South Sudanese people to act as Patrons for the School. So far these include:

- ECS Archbishop Daniel Deng Bull,
- RC Archbishop Paulino

The governance and management of Ibba Girls Boarding School (IGBS) will be carried out by 3 inter-linked bodies:

- Trustees
- Board of Governors
- Head Teacher and the school management team (SMT)

South Sudan Trustees:

A small Board of Trustees has been formed under South Sudan law, with the following 3 main responsibilities:

- To protect and promote the founding vision and values of IGBS as set out in the Trust Deed
- To own and protect the land and buildings for the school in perpetuity.
- To ensure that a well functioning Board of Governors is in place for the School.

The ownership of the land and buildings for Ibba Girls Boarding School is vested in the Trustees, in perpetuity

- Two adjoining parcels of land for the school totalling 73 acres have been donated by the government and the local community
- The ownership and use of this land has been transferred to the IGBS Trustees by a public affidavit, witnessed by a number of elders and

community leaders at a public meeting held in Ibba on 11 April 2012, and attested, signed and sealed by James El-taib Jazz Berapai, Barrister and Commissioner for Oaths, in Juba, on 16 Oct 2012.

- In the event of closure of the school, the assets (land and buildings) will be transferred to the Western Equatoria Government.

The Trustees shall number not more than 11 people in total. The following individuals have agreed, in an individual capacity, to act as the founding Trustees:

- Bridget Nagomoro, currently Commissioner for Ibba County
 - Sapana Abuyi, Currently Deputy Governor of Western Equatoria State
 - Ketura Jonah, currently elected Honourable Member of Parliament for Ibba County
 - Pia Philip Michael, currently Minister for Education, Western Equatoria State
 - Bishop Wilson Kamani, ECS Bishop for Ibba
 - Father Stephen Kumyangi, RC Priest for Yambio/Tombura diocese
 - Marona Saku, The Paramount Chief for Ibba County
 - Sister Margaret Scott, Solidarity Teacher Training College, Yambio
 - Rev Emmanuel Lomoro, ECS Education team
 - John Benington and one other representatives of the Trustees of UK Friends of Ibba Girls School
- The Trustees shall have the power to invite or co-opt additional individuals to act as Trustees.
 - The Trustees will meet at least once a year. The quorum will be 7 members.
 - The Trustees will invite an independent person to act as Clerk to the Trustees, to convene and minute the meetings.

Board of Governors

A Board of Governors for IGBS has been formed under South Sudan law. The Board will report to the Trustees on an annual basis. There may be some overlap in membership between the Trustees and the Board of Governors

- The Board of Governors will work in partnership with the head-teacher, staff, parents and other stakeholders who have an active interest in the school, to govern the school with the following 5 aims:
 - i) To develop a strategic framework, aims and objectives for the school

- ii) To develop policies, priorities, outcomes and targets for the achievement of the above strategy, aims and objectives
- iii) To oversee and approve the budget, and to approve the accounts, in accordance with South Sudanese law. To ensure the financial soundness of the School by putting in place financial controls and procedures.
- iv) To monitor and evaluate whether and how far the above strategy, aims and objectives are being achieved in practice
- v) To review the lessons from evidence and experience, what needs to be done to improve school performance

The Board of Governors will meet 3 to 6 times per year and shall number not more than 13 people, drawn from the following categories and stakeholder groups

Foundation Governors (Nominated by the founding bodies named below)

- Chair of Trustees (ex officio)
- Western Equatoria Government representative
- Bishop Wilson Kamani or representative from ECS Church
- Father Stephen Kumyangi or representative from the RC church and/or the parish priest of Ibba)

Community Governors (Invited by the existing governors)

- The Paramount Chief (ex officio)
- Other Community representatives to reflect the interests of other stakeholder in the school.

Parent Governors (Elected by parents of children in the school)

- Parents
- Parent/teacher association representative (once the PTA is established in 2014)

The Board of Governors will select and appoint:

- A head teacher and deputy head teacher, subject to the agreement of the Trustees in both South Sudan and the UK.

- An honorary clerk to the governors (to administer and take minutes at their meetings)
- An independent treasurer to manage and monitor the school's finances, reporting directly to the Chair of the Board of Governors, the IGBS Trustees and the UK Trustees.
- A legal adviser

8) TERMS OF APPOINTMENT; PAY AND CONDITIONS

1. Applications are welcome from all sections of society regardless of race, gender, religious background, sexual orientation or disability.
2. We ask that all staff are in sympathy with the core Christian values of the school and will have an active engagement with the ecumenical Christian community in Ibba and Western Equatoria State.
3. This is a full time appointment and the chosen candidates will be expected to live on site (other than when on agreed annual leave). The teachers' accommodation block, with modern facilities, is being built at Ibba Girls School, and will be available from January 2014. The exact accommodation to be occupied will be a matter to be discussed with the School Board of Governors and dependent on the requirements of the individual.
4. The baseline salaries for the teaching posts will be in accordance with the salaries payable for Head Teachers, Deputies and other teaching staff within Western Equatoria State, plus a generous additional supplement to reflect the pioneering nature of this School, and to contribute to the costs of living in Ibba County.
5. Pay and other more detailed terms and conditions of service will be discussed as part of the contract of employment.

9) THE SELECTION PROCESS

Expressions of interest in these jobs are invited from qualified people who share the vision and the values of the school, and are committed to being part of this pioneering venture.

We particularly welcome expressions of interest from qualified South Sudanese people, currently living in South Sudan, and also from those from the diaspora wishing to return to their country.

We also welcome expressions of interest from qualified and experienced people from Uganda and Kenya and other parts of East Africa; and from those in the UK, USA, Australia and New Zealand who are willing to come and work at the Ibba

school, in supportive roles, sharing their knowledge and experience while working shoulder to shoulder alongside their African colleagues.

Expressions of interest in the jobs should be sent by email to Bridget Nagomoro: nagosb@yahoo.com; and copied to Pia Philip piaphilip2@yahoo.com; and John Benington: j.benington@warwick.ac.uk.

Following the expressions of interest, suitable candidates will be invited to make a full written application for the jobs.

For the Head Teacher, Deputy Head and two primary classroom teachers, there will be a detailed selection process by the Board of Governors, supported by Friends of Ibba Girls School, which will include an interview with the Board of Governors, the presentation of sample teaching lesson as though to 10 year old girls, and some exercises to cover other skills required in the job description.

For the Finance Manager and the Nurse, selection will be by interview and by job-appropriate exercises.

For those not currently resident in South Sudan, arrangements will be made for candidates in East Africa to travel to Ibba (pre-agreed and receipted travel expenses will be paid).

For candidates currently resident overseas, arrangements will be made for a Skype interview.

Expressions of interest must be submitted by Friday October 25

The interviews and selection process will take place in Ibba on November 12 and 13.



JOB DESCRIPTION:

THE HEADTEACHER

The Role

We are looking for a qualified, experienced and inspired head teacher to lead, develop and manage Ibba Girls Boarding School from its very beginning in February 2014, with its first intake of 40 ten year old girls, and to lead the School's development for at least 3 to 5 years in the first instance, with the option of leading the school for a longer period.

The person appointed must be committed to the vision and values which led the founders, and Trustees to set up the school, and to the guiding principles outlined in the paragraphs above

Above all the head-teacher must lead and manage the school in a way which models and inspires high standards of teaching, a love of learning, a sense of safety and security, and a culture of caring for each other and for the wider community.

We need a Head who will combine positive energy, clear leadership and warm interpersonal skills with a firm commitment to achieving the highest standards of teaching, learning and behaviour throughout the school.

We are not prescriptive about the candidate's background or present role. However, we expect that she will have experience of teaching and leading and managing particularly at primary school level. The school is deliberately designed provide for girls aged 10 years upwards (the age at which they traditionally drop out from schooling) and to act as a bridge to take girls from Primary through to Secondary level. The head teacher will therefore need to have a good understanding of teaching and pastoral needs at both primary and secondary levels

It is also important to demonstrate an ability to manage and ensure the delivery of high quality and efficient education, ideally in a boarding school environment. This requires an understanding of the balance between academic and social and pastoral activity.

The Trustees and Governors would prefer the Head to be a qualified and experienced woman teacher from South Sudan or sub-Saharan Africa.

The person appointed as head teacher will work closely with the IGBS Board of Governors to:

1. To develop and implement a strategic framework, aims and objectives for the school
2. To develop policies, priorities, outcomes and targets for the achievement of the above strategy, aims and objectives
3. To oversee and approve the budget, and to approve the accounts, in accordance with South Sudanese law. To ensure the financial soundness of the School by putting in place financial controls and procedures.
4. To monitor and evaluate whether and how far the above strategy, aims and objectives are being achieved in practice
5. To review the lessons from experience and what needs to be done to improve school performance
6. To teach a proportion of the curriculum, in order to lead by example, and to model good teaching practice.

Key responsibilities of the head teacher role include:

- Working with the Board of Governors to develop and implement a strategic plan and action plan for the school;
- Cultivating within the school a positive understanding and attitude towards the Christian faith and values, while also being open and welcoming and respectful to people of all faiths and none
- Providing and ensuring enthusiastic and effective teaching and learning so that all of the pupils are motivated and inspired to achieve their full potential,

with excellent results, and to emerge as capable, confident and caring young women.

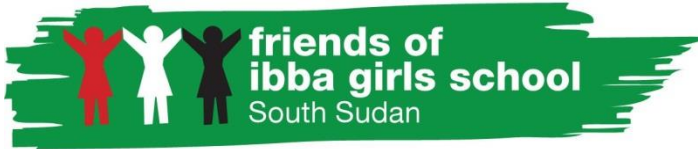
- Working with the Board of Governors to ensure the recruitment, retention and continuing professional development of the school teaching and support staff;
- Developing and maintaining the pastoral care of all pupils, and fostering caring personal relationships;
- Managing the school and developing its resources in a cost effective and efficient manner;
- Working with the teaching staff and parents to enhance the performance and reputation of the school;
- Identifying girls with potential in local primary schools for moving on to the Ibba Girls School, and working with the feeder primary schools. parents and the wider community to identify and encourage girls with potential to join the school.
- Ensuring excellent communication and liaison not only within the school but also with the local community in Ibba village and county and more widely in Western Equatoria State and beyond

Person Specification for the Head Teacher

The person appointed will be able to demonstrate:

- Effective leadership skills and proven management experience at a senior level;
- The drive, energy and enthusiasm to communicate their passion for the school and its values and ethos ;
- Evidence of effective strategic planning, performance and financial management;

- The ability to communicate effectively and relate easily to staff, pupils, parents, prospective parents and the school governing committee;
- The ability to teach in a professional and engaged way and to relate to the learning needs of girls in late primary and secondary classes.
- Evidence of the ability to motivate and inspire pupils to achieve high standards in both academic and extra-curricular activities;
- Evidence of excellent judgement and listening skills, with an ability to empathise with individuals while considering the needs of the community as a whole;
- Personal presence, confidence, visibility and accessibility;
- Understanding of and sympathy with the school's foundation in Christian values, alongside their own spiritual commitment;
- A warm personality together with integrity, resilience, robustness and a sense of humour.



JOB DESCRIPTION:

DEPUTY HEAD

The Role

The Deputy Head will support the Head-Teacher in the following roles and responsibilities:

1. Formulating the educational aims and objectives of the School;
2. Establishing the policies and programmes through which they are to be achieved;
3. Motivating staff and managing resources to achieve the above goals
4. Monitoring progress towards their achievement
5. Leading by example and contributing personally to classroom teaching

The Deputy Head will also undertake any professional duties reasonably delegated by the Head, or in the absence of the Head from the school.

The Deputy Head shares responsibility with the Head for the day to day management of the School, and has particular responsibility for the boarding aspects of the school, pastoral care, and “safeguarding” and child protection responsibilities.

Main Responsibilities and Duties

Leadership and Management:

- To deputise for the Head-teacher in her absence as appropriate and assume overall responsibility for the School, particularly during the evenings and at weekends.
- To be responsible for the day to day running of the School, including risk assessment, safety and security.
- To oversee the organisation of major School events and to attend other key meetings as appropriate.

- To be the holder and manager of the School diary.
- To attend the Board of Governors and its sub-Committee meetings as required.
- To oversee Parents' Meetings and the PTA.

Pastoral:

- To promote and safeguard the welfare of children and young persons through the role of Safeguarding Officer.
- To manage the pastoral care within the School, along with other staff
- Staff welfare.
- To be responsible with the Head for discipline within the School.
- To oversee the extra-curricular and community programme of social and leisure activities at evenings and weekends.
- To support the staff and girls in School activities, including evenings and weekends.

Boarding:

- Appointing, developing and leading the boarding programme and staff, ensuring the most appropriate management and skills are in place to deliver a first class and caring boarding environment
- To ensure that the boarding provision complies with the National Minimum Standards and is compliant with the regulations required by the Government of Western Equatoria State
- To be in overall charge of boarding, including weekend activities.
- Hold regular meetings with the Boarding House Staff both as a group and on an individual basis for the Housemistresses.
- Work with the School Matron and Housemistresses to ensure there is regular communication between home and School.
- Work closely with the Head and Board of Governors to ensure that the Boarding Houses are well equipped and maintained.
- Be a presence in the Boarding Houses.

Management of Staff:

- To be involved with the Head and Board of Governors in the recruitment, training and continuing professional development of staff.
- To line manage the Housemistresses
- To line manage the Matron and nursing staff



JOB DESCRIPTION:

CLASSROOM TEACHER – JUNIOR SCHOOL

The Role

The professional duties which a school teacher may be required to perform under the reasonable direction of the Head teacher include .

1 Teaching:

- Studying the curriculum for the school and planning and preparing lessons in imaginative ways, in order to teach effectively and to promote the learning and development of the abilities and aptitudes of the pupils in each class or group assigned to her/him:
- Teaching, according to their educational needs, the pupils assigned to her/him, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of pupils
- All teachers should take the lead in one or more subjects.
- Ensure that displays of work are current and in good condition.

2 Pastoral Care:

Acting as a class teacher including:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her/him.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils as directed by the Head.
- Registering the attendance of pupils and supervising pupils work and behaviour.
- Communicating and co-operating with relevant bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.
- Attending/leading School Assemblies and worship as appropriate.

3 Other Activities:

Contributing, wherever appropriate, to the wider life of the school through the following:

- Playground duties
- Weekend activities
- Staff are expected to run at least one after school activity per week lasting 45 minutes.
- Attend 1 Parent Teachers Association Meeting/Event per year.

4 Assessment and Reports:

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils and meeting with parents as appropriate

5 Performance Management:

Participating in arrangements made by the School for the review of her/his performance and that of other teachers.

6 Review, Induction, Further Training and Development:

- Attending the staff development days arranged each year (usually before the start of term or following the end of term).
- Reviewing with the Head and other colleagues from time to time her/his methods of teaching and schemes of work.
- Participating in arrangements for her/his further training and professional development as a teacher, including any needs identified in the performance management appraisal statements.
- Giving feedback to the colleagues on any training attended.

7 Educational Methods:

Advising and co-operating with the Head and other teachers on the preparation and development of schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

8 Discipline, Health and Safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the school premises and site, and when they are engaged in authorised school activities elsewhere.
- Advising the Financial Manager about any maintenance requirements within the teaching class rooms; in particular any issues relating to health and safety.

9 Staff Meetings:

Participating in staff meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

10 Cover:

Where appropriate and at the discretion of the Head a class teacher may be asked to cover for absent colleagues. No teacher shall be required to provide such cover for more than 38 hours in any school year.

11 External Examinations/Tests/Assessments:

Participating in arrangements for preparing pupils for external examinations, tests and assessments; recording and reporting assessments; in accordance with both internal and external regulations.

12 Management:

- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and initial teacher training.
- Co-ordinating or managing the work of other staff in the Primary School.
- Taking part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

13 Administration:

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.



JOB DESCRIPTION:

FINANCIAL MANAGER

Key Tasks & Responsibilities

The Financial Manager's responsibilities are wide ranging:

- Managing the School's finances on a day to day basis and providing reports for the Head-teacher, Board of Governors and Trustees.
- Financial planning and management to ensure the School meets its financial targets, covers its costs and balances its books.
- Human Resources. The Bursar is responsible for payroll and the management of the payment of wages and salaries for all staff.
- Estates and Facilities. Working closely with the architect and builder, the Financial Manager has a key role in drawing up invitations to tender and overseeing the financial aspects of major capital and building projects.
- Responsibility for the provision of services by outside providers, including contract negotiation and oversight of services.
- Overseeing the management of the IT provision within the School.

Overview:

The Financial Manager works closely with the Head-teacher providing advice to the Trustees, Board of Governors and the School leadership team, on all financial matters and risk management

His or her main role is to work with the Principal to ensure that the School has a secure financial base, and a strategy for future development which will enable Ibba Girls School to continue its prime function of providing exceptional education for girls.

The Financial Manager also acts as financial adviser to the Trustees and Board of Governors, drafts and monitors budgets and provides them (and the UK Trustees) with regular accounts of income and expenditure.

The FM co-ordinates activity to ensure compliance with all legislation and fiscal requirements of the Companies and Charities Acts and other relevant legislation.

Relationships:

The Financial manager reports to the Head teacher as his/her line manager. She/he is a key member of the School Leadership Team (SLT). The FM is accountable to the Chair of the Trustees and of the Board of Governors for reporting on all non-teaching support functions such as Finance, Estates Management, Catering, Domestic Services and Health and Safety.

Ibba Girls Boarding School is based around core Christian values (while welcoming and supporting people of all faiths and none), and the FM must be in sympathy with its values and ethos. The Financial Manager must act in accordance with Christian business practice.



JOB DESCRIPTION:

SCHOOL NURSE/MATRON

The Role

The school nurse/matron will be responsible for the health and well-being of the pupils and the smooth running of the domestic side of school life. In addition you would contribute to programmes of basic health education both within the school and in the local community:

- 1. Welfare:** To provide a sympathetic presence in the boarding house, being sensitive to those who are having difficulties coping with school life; guiding them to make sound choices; liaising closely with other relevant staff concerning the progress and welfare of students; passing on all concerns about individuals in the Boarding Houses to the Head Teacher or Deputy, contributing to the induction arrangements for new students joining the house so as to provide the highest standards of care and an environments where students are happy and can thrive.
- 2. Health and Medical Arrangements:** To oversee the medical arrangements in the Boarding Houses, by holding daily 'surgeries' at appropriate times; referring medical matters to the Deputy Head, or the local hospital/health clinic when appropriate; responding to medical emergencies; dealing with routine appointments; attending to sick children, including those in the sick bay; and administering any prescription or non-prescription medication in accordance with the School's guidelines.
- 3. Communication and Record keeping:** To ensure that appropriate, accurate, and up-to-date written records are kept and communications made to the Deputy Head, classroom teachers parents, and other external agencies.
- 4. Uniform and Laundry:** To be responsible for the care, supervision, cleanliness and presentation of students in the house, being aware of

the school uniform and clothing requirements of students; ensuring that they have all the items they require; organizing and carrying out the washing of all Boarding House laundry; arranging for the appropriate repair of clothing, in order to maintain high standards of presentation and preparedness amongst the students.

- 5. Domestic responsibilities:** At the beginning and end of holidays, to supervise the clearing up of the house; to carry out a check of all bedding, furniture, fixtures and fitting, preparing a list of repairs and maintenance for submission to the maintenance department; to advise on the replacement or renewal of bedding, fixtures and furnishings; to supervise the preparation of dormitories; to carry out a check on furnishings to ensure that all are in good order, repairs carried out and that the rooms are clean and presentable in order maintain a high standard of presentation of the Boarding House.

Day-to-day tasks within the school would include:

- Helping children settle into school life
- Keeping parents informed about their children's health and well-being
- Looking after children with minor illnesses
- Taking children to medical and dental appointments and calling for emergency treatment if necessary
- Keeping children's health records up to date.
- Making sure children's clothes are kept clean and are repaired and replaced when necessary
- Supervising cleaning and domestic staff
- Ordering cleaning, domestic and medical supplies
- Carrying out inventories of fixtures and fittings and reporting the need for repairs and replacements.

Skills and qualities required:

- A warm and sympathetic personality
- Fact and good listening skills
- The ability to deal with emergencies calmly
- Excellent communication and 'people' skills
- The ability to work in a team
- Patience and a sense of humour.

One of the main functions of this post is to be an adult presence in the Boarding House, and to be responsible for the welfare of the girls by assisting the Head and other teaching staff in the supervision of the health and welfare of the girls and of the Boarding 'House', as their home during term time.

Above all, there is an expectation of a parental figure who is generous with their time and responsive to the needs of the pupils. The post requires someone who likes and understands young people and is able to demonstrate good sense.

They should have good personal inter-active skills with young people and their parents and guardians by being a good listener, flexible in outlook, reliable, warm and friendly in disposition, with sufficient sensitivity to show tact and diplomacy.

A sense of humour and an even temper dealing with all situations in a co-operative and sensitive manner are also fundamental to carrying out this job effectively. The nature of the work requires physical fitness, and a good level of emotional stamina.

Qualifications:

- Nursing or first aid qualification required

Hours and Working Conditions:

- You would work long hours, including evenings and weekends. You would also be on call for emergencies.
- Your main work will be during term-times, although your duties could include looking after people attending summer schools or taking part in activities during the school holidays.
- You will be provided with self-contained accommodation attached to the Boarding House.