

ST MARY'S SCHOOL ASCOT

Deputy Registrar

Job Description and Person Specification



St Mary's School Ascot is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. **Title.** Deputy Registrar
2. **Location.** St Mary's School Ascot, St Mary's Road, Ascot, SL5 9JF.
3. **St Mary's School Ascot.**

St Mary's School Ascot is a leading Roman Catholic girls' boarding school set in 55 acres of beautiful grounds in the heart of Berkshire. We are a friendly, stable and caring community, proud of our academic and sporting achievements and dedicated to bringing out the full potential of each of our 390 pupils. We are committed to full boarding, with spaces for a few day pupils living nearby. We offer a stimulating range of co-curricular activities, as well as a full programme of sport, music and drama, which take place in the evenings and throughout the weekend.

Our five key features are:

A Roman Catholic school. Over 97% of all pupils and over 50% of all staff are Roman Catholic. We have a part time resident Catholic chaplain.

A girls' school. St Mary's puts the interest of girls first, allowing them to reach their full level of attainment.

A termly boarding school. Around 375 of our pupils are full termly boarders and the remainder are day boarders. All staff contribute to the boarding life of the school.

A small school. We are proud to be a small school which enables us to provide first class and individual pastoral care to all our pupils.

An academic school. St Mary's has a strong reputation for academic excellence. The academic results in 2019 were no exception where at I/GCSE we had an outstanding year, with 59% grade 9, the new grade above the A*, 83% grades 9 and 8 (A*) and 95% grades 9 to 7 (A*/A). At A Level, 38% of grades were at A*, including seven candidates who gained 3 A* and two candidates who gained 4 A* grades, and 77% of grades were awarded A*/A.

The Headmistress is a member of HMC (Headmasters' and Headmistresses' Conference), the GSA (Girls Schools Association), CISC (Catholic Independent Schools Conference) and the BSA (Boarding Schools Association).

Further details and background about the school can be found at **Annex A**.

Marketing and admissions

The Headmistress of St Mary's leads on the marketing and admissions process and is supported in this role by the Registrar, the Deputy Registrar, an Assistant Registrar and a part time administrative

assistant. The school does not rely on any specific feeder schools and the Headmistress and the Registrar are required to develop relationships with around 200 preparatory schools throughout the UK.

The school's strong academic record is achieved despite a recruitment strategy which is not based on academic ability alone. Recruitment criteria is based on a blend of criteria including Roman Catholic, alumnae, sibling, date of registration and academic potential.

The Registrar currently runs four Saturday open days every year enabling a large number of prospective parents to visit and tour the school with sixth form pupils. Parents attend a talk by the Headmistress, followed by a Q & A session, and then enjoy a short concert and meet academic staff at a buffet lunch. Outside of these open mornings, the Registrar facilitates the Headmistress meeting every prospective parent to discuss the education needs of the potential pupil.

4. **Primary Role.** The Deputy Registrar's primary role is to support the Registrar in all aspects of her role, which is to recruit pupils for St Mary's ensuring that the experience of both prospective parents and pupils from the initial contact with the school to the arrival of the girl as a new pupil is smooth and professional. The Deputy Registrar is to be prepared to deputise for the Registrar in her absence. The Deputy Registrar is the lead for the administration of Tier 4 (Child) visa administration.

5. **Line Manager.** The Line Manager for the Deputy Registrar is the Registrar.

6. **Job Description.** As the title suggests, the Deputy Registrar must be prepared to support the Registrar in all aspects of her role and, when required, stand in for her. The key areas of responsibility for the Registrar are therefore listed below with areas of specific responsibility for the Deputy Registrar outlined in the next section. The key areas of responsibility outlined below are not meant to be a comprehensive list of actions undertaken but rather a guide to the responsibilities and activities of the post holder. As a senior member of the support staff, the Deputy Registrar is expected to be able to work without day to day supervision.

Marketing. Working closely with the Director of Communications, the Registrar is the focus for the all marketing of the school to prospective parents and pupils. This will include the design, production and distribution of the school's prospectus and supporting literature. The Registrar, working closely with the Headmistress, will take the lead with day to day contact with prep school heads including attendance at prep school events, which often happen in the evenings and at weekends.

Initial Contact. The Registrar is responsible for ensuring the initial contact with the school by a prospective parent is a pleasant, positive and productive experience. It might involve communication by telephone, email or letter, all of which must be of the highest professional standard. The Registrar must act as the initial filter determining whether a prospective pupil fulfils the entry criteria as set out in the admissions policy and therefore may need to be prepared to deliver disappointing news.

Visits. The Registrar will act as host and coordinator of all prospective parent and pupil visits, as well as visits by prep school heads. This will involve coordination of multiple stakeholders including pupil guides.

Admission Events. There are numerous 'admission events' throughout the year which are planned, coordinated and executed by the Registrar. The key events, the number of which may evolve over time, are:

- Open mornings for prospective parents and pupils held during term time on Saturday mornings. Currently there are four per annum, although this number may change as dictated by the needs of the school.
- Assessment days for 11+, 13+ and 16+ prospective pupils, which take place on school days during the term.
- Welcome days for 11+ and 13+ prospective pupils. These days are taster days for those pupils planning to attend the assessment day and are designed to generate further interest and excitement in the school, as well as ensure the children are less nervous about the assessment day.
- New girls' days, which take place during the summer term after a pupil has accepted a place at the school. These days allow the school to prepare the pupil for entering the school later in the year and cover a number of 'administrative' issues such as school uniform and IT, as well as co-curricular choices.
- Scholarship days when pupils applying for scholarships attend school for assessment.
- Visit, tour and lunch for groups of prep heads – currently an annual event.

Assessments and Offers. The Registrar leads on the planning and execution of the admissions days (see above), as well as arranging and supervising entrance exam days for any candidates sitting individually. This not only involves the coordination of the visiting pupils (invitation letters, reply slips, etc) but also coordinating the preparation and marking of the assessment test papers, preparing scholarship information and exam guidelines to be sent to prospective parents, and the timetabling and administration of the admissions days. The Registrar will then provide the headmistress with all the data required to make the offer decisions and facilitate this process by producing offer letters and managing the final receipt of the acceptance and deposit.

Admission Paperwork and Information Technology. The Registrar, working with other senior staff such as the Senior Deputy, Director of Communications and the Bursar, is required to oversee the quality and production of all the admissions paperwork. It is particularly important that the prospective parent receiving this paperwork from the initial contact to the first day in school is left with the impression of a polished, professional and well organised school. To support the Registrar in this role the school has invested in bespoke school information management software (iSams).

Newsletter. In close cooperation with the Director of Communications, the Registrar is responsible for the production of the school newsletter which is published three times per annum. Currently the day to day editing and production of the newsletter is delegated to the Assistant Registrar.

Communication. The Registrar takes the lead on the preparation and distribution of a variety of large mailings including the end of term mailings to all registered prospective parents including newsletters and school magazines, two end of term mailings to prospective parents whose daughters have been accepted into the school and Christmas cards from the headmistress to all prep schools.

7. **Specific Responsibilities for Deputy Registrar.** The Deputy Registrar is specifically responsible to the Registrar for the following:

Enquiry management. All members of the Registrar's team are responsible for the handling of initial enquiry telephone calls and emails, and taking appropriate follow up action

such as sending out prospectuses. All enquiries need careful logging on the school's information management system.

Tier 4 (Child) Visa. The Deputy Registrar is the lead for the administration of Tier 4 (child) visa applications.

Hosting of visits. The Deputy Registrar will regularly be required to host visiting prospective parents and pupils including taking them on guided tours of the school.

Event organisation. The admission events (see above) that take place during the year require significant organisation and administration, and the Deputy Registrar will be the focus for much of this work. He or she will be required to attend many of these events, including at weekends and in the evening.

Communication. The Deputy Registrar will have a key role in planning, drafting and preparing written communications to prospective parents such as end of term mailings, Christmas cards and invitations to admission events.

Administration. A busy office such as the admissions office requires effective and strategic organisation. The Deputy Registrar will be a key player in driving the administration in the office to ensure nothing is missed, lost or overlooked. The Deputy Registrar must be prepared to 'roll up sleeves' and, for example, stuff envelopes prior to a major mailing or carry out filing.

Other. The support staff are part of a team that provides all aspects of support for the Headmistress to run the school. This may occasionally require staff to work more broadly in order to support the aims of the school. The Deputy Registrar may therefore have to perform other duties as reasonably required by the Headmistress.

9. **Person Specification.** The successful applicant will be able to demonstrate the following:

- The Deputy Registrar must be able to set the highest professional standards at all times in all aspects of his or her role.
- The Deputy Registrar will be able to establish and maintain effective and professional working relationships with prospective parents, academic staff, support staff and pupils; a tactful, confident and mature disposition is required at all times.
- The Deputy Registrar must be a proactive self-starter willing to cross boundaries in support of the school's aims.
- The Deputy Registrar must be an outstanding communicator both verbally, for example on the telephone with prospective parents, and in writing, able to draft documentation to the highest standards and proofread with confidence.
- A clear understanding of, and affinity to, the boarding school market.
- Willingness to be externally visible and act as a high profile ambassador for the school to current and potential parents, preparatory schools and the wider educational community.

9. **Terms and Conditions of Employment.**

Key Conditions. This is a term time only role (170 days per annum) plus the first week of each school holidays (15 days) and six further days per annum of staff INSET. There is a requirement for occasional evening and weekend working.

Days/Hours: This is a 39 week per annum appointment based on a 37.5 hour week. This is calculated as follows:

Michaelmas term – 13 weeks.

Lent term – 10 weeks

Summer term – 11 weeks

INSET – 3 days before the Michaelmas term, 2 days before the Lent term and one day before the summer term.

First week of each school holiday.

Five weekend days per annum.

Occasional evening work.

Core working hours are between 8.30am to 5.00pm with 30 minutes for lunch (unpaid). Precise working hours will be mutually agreed between the job holder and the Registrar. The weekend and evening hours are included within the overall remuneration package.

Holidays: The Deputy Registrar is expected to take his or her holiday during the school holidays. Should the May bank holiday fall during term time it is regarded as a working day. The pro-rata holiday allowance is 28 days in the first year increasing to 33 days in the second year (this includes bank holidays).

Pension and Death in Service Scheme: The successful candidate will be automatically enrolled into the school's workplace pension scheme provided by The People's Pension which attracts a 5% employer pension contribution. The school provides a twice annual salary Death in Service scheme.

Probationary Period: The first six months of employment will be a probationary period during which notice by either side will be 1 week.

Notice: The Registrar will be required to give 2 months' notice after completion of the 6 months' probationary period.

Salary: £32,110 per annum (based on a £38,000 per annum full time equivalent).

10. **Application Details.** A short letter of application, completed application form, including the names, addresses and telephone numbers of three referees (including the current or most recent employer) should be sent by 3 March 2020 to Mrs Danuta Staunton, Headmistress, St Mary's School Ascot, St Mary's Road, Ascot SL5 9JF.

First interviews will be held in school on 11 March 2020. Second interview on 16 March 2020.

ST MARY'S SCHOOL ASCOT

ANNEX A

BACKGROUND



History of St Mary's School Ascot

St Mary's was founded in 1885 by members of the English Province of the Institute of the Blessed Virgin Mary (IBVM), now called the Congregation of Jesus (CJs). This Institute had itself been founded in the early 17th century by Mary Ward, an English woman born in Yorkshire during the reign of Queen Elizabeth I.

CJ schools are to be found in Germany, Austria, Italy, Spain, Eastern Europe, Latin America, India, Korea, Zimbabwe and Israel. In England the former IBVM schools in York, Hampstead, Cambridge and Shaftesbury have been handed over to Catholic lay trusts.

The original 'St Mary's Convent' in Ascot started with only eight nuns and seven pupils. Gradually over the years, numbers in the school grew and the number and size of the buildings expanded. As the members of the community have aged or retired they have moved away from Ascot.

In the 1980s, as the members of the community diminished in number, a separate trust was established for the school with a board of governors responsible to the trustees. In 1995 the school trust purchased the Ascot property from the IBVM in order to ensure the long term security of the school. Mrs Danuta Staunton was appointed as the second lay headmistress in September 2019. The school retains very strong links with the CJ order.

Mission statement

Whilst at St Mary's, the girls are supported to become "capable and fit to do God's service" in whatever walk of life they follow as women in the 21st century. The school's mission statement, remaining faithful to the mission of Mary Ward, reflects this ethos:

- to foster the intellectual, spiritual and personal development of girls and women within the context of a Catholic boarding school;
- to encourage in each pupil a sense of her own worth and talents so that she is prepared to lead others and to enrich her world;
- to develop each pupil's potential for independent thought and the search for truth through a rigorous academic education;
- to promote a strong sense of responsibility, co-operation and tolerance based on a Christian awareness of the needs of others;
- to provide the opportunity for each pupil to enjoy the full sacramental life and spiritual richness of the Catholic Church;
- to form women of conscience, competence and compassionate commitment;
- to create and foster a partnership between parents, school and the wider community;
- to follow in the spirit of Mary Ward who cherished 'freedom of spirit, sincerity, and a cheerful disposition'.

The school

This Annex will now provide further details about the school based around the five features:

Roman Catholic

The Chapel remains at the heart of the school, both in a physical and spiritual sense, and the school community come together on most mornings to pray, sing and worship. The girls and staff all contribute to worship in a variety of ways, including serving, reading and Eucharistic ministry for whole school Masses. Class and House Masses are also celebrated, giving the girls the opportunity for worship in a more informal setting. Pupils are encouraged to assist in planning and leading these services. All pupils have the opportunity once a year for a one or two day retreat. This is a time set aside from normal lessons and activities for quiet prayer and reflection. The school has a part time resident chaplain who is also a Governor of the school. Once a year the sacrament of Confirmation is celebrated with the confirmands being prepared for the sacrament by members of the school community.

Girls

The school is passionate about single sex education and the opportunities that this provides our pupils. Throughout the school girls are provided leadership opportunities on the many pupil led committees such as the School Council, the Eco Committee, FemSoc, the Food Committee and the Cyber & Technology Committee.

St Mary's prides itself on the links that have been developed with many boys' schools which allow girls to meet and interact with boys both academically and socially throughout their time in the school. These include planned social evenings such as Scottish dancing or wine tasting as well as Oxbridge and medic interview practice days and Confirmation preparation days.

Boarding

St Mary's School Ascot is a full boarding school with pupils remaining in school for all weekends other than the programmed exeat weekends, when the majority go home. This means the school remains a vibrant and busy environment throughout the evenings and weekends with the girls taking part in a wide range of clubs and activities as well as drama, music, sport, planned lectures and academic surgeries. Even the few girls who are not resident take a full part in the boarding life and are consequently known as 'day boarders' reflecting the full boarding nature of the school.

The school believes that boarding is essential to the girls' academic success because of the focussed and supportive working environment at school and the collaboration and support that the girls give each other.

St Mary's is a very welcoming and open community and parents and siblings are warmly invited into the school for many events such as Sunday Mass, sports fixtures, drama shows, concerts, dance shows, parents' retreats and a series of talks for parents.

St Mary's girls benefit from a well equipped art complex and the opportunity to work with a wide variety of media, including ceramics, textiles, photography, print-making, painting and drawing. Girls follow wide ranging courses in art and design under the close guidance of highly qualified art teachers and visiting artists. Pupils' work is regularly exhibited throughout the school and girls are encouraged to use the art complex in the evenings and at weekends to extend their studio work.

St Mary's enjoys a thriving music department which inspires great enthusiasm in the girls. There are regular opportunities to showcase musical talent, including informal lunchtime concerts, the annual Voices by Candlelight concert, three carol services and the Vocal and Orchestral Concert. The girls also organise their own major events, of which the Summer Soirée, a concert designed by Sixth Form pupils to encourage younger girls to perform, is a highlight.

Drama plays a major role in nurturing girls' self confidence by developing creative, social and communication skills. Drama specialists teach girls in their first three years at St Mary's, during which they can develop their skills both on stage and behind the scenes in a wide range of productions. Recent productions include *The Wizard of Oz*, *The Secret Garden* and *Macbeth*. The state of the art performing arts centre, the Rose Theatre, is situated at the heart of the school site. The Rose Theatre stages full orchestral performances, major musicals and theatre productions, as well as small scale dramas, lectures, debates, cinema presentations and theatre in the round, all with professional sets and technical equipment.

Sport at St Mary's is considered to be an important educational tool that helps with the general well being of the girls as well as providing a platform for all girls, including high performing girls, to develop their talents. The school regularly produces county champions and sees pupils compete at county, regional and national levels. Physical Education includes a variety of sporting activities, ranging from hockey, netball, tennis, swimming and athletics, to self-defence and yoga. Sport is celebrated at St Mary's on an annual basis at the annual Sports Awards event when girls and their parents engage with, and are inspired by, professional sports men and women.

The profile of sport at St Mary's is reflected in the range of impressive sports facilities which include, a 400m athletics track with associated field event facilities, tennis and netball courts, two floodlit Astroturf hockey pitches and a 25m indoor heated swimming pool. The Orchard Centre houses a full size indoor sports hall, a fitness suite, two squash courts and a mirrored dance studio.

The programme of co-curricular activities offered by the school is wide ranging with pupils choosing from a breadth of clubs and activities offered on a weekly basis. Girls are involved in a range of activities with creative options including life drawing, jazz band and technical theatre, and recreational sporting options ranging from football and karate to ballet, street dance, aerobics and squash.

This boarding environment provides the school time and opportunity to give breadth and depth to the girls' academic studies through, for example, the Academy programme whereby selected pupils can attend additional evening lectures and challenging academic programmes outside of their normal classroom work. Other pupils benefit from teacher led surgeries, even on Sunday afternoons, to support them in their preparation for public examinations. The school's Inspirational Women programme of evening lectures is another example of how the boarding environment allows the girls time to broaden their educational experience at St Mary's.

Relatively small

Pupils at St Mary's benefit from being part of a small and nurturing full boarding community where every girl is known very well individually. There are carefully managed systems to allow staff to monitor the progress and development of each pupil and to share this information with each other and with parents.

Every girl is placed in one of the six Houses when she arrives in Year 7, Year 9 or the Lower Sixth. The Houses are not physical buildings but vertical 'virtual' communities of pupils under the care of their Head of House. Heads of House oversee the day to day running of the House and have overall responsibility for the academic development and pastoral care of each pupil in their charge; they also enjoy close relationships with parents, forming a strong partnership of care between the school and home. Heads of House are supported by tutors, year co-ordinators, deputy heads of house, residential members of staff, the school's independent listener, the school nurses and the school doctor.

Heads of House live in private houses on the school site, and not in the main building or amongst the girls (with the exception of the Head of the Upper Sixth House). Accommodation for the pupils is organised by age group, with young girls sleeping in dormitories and shared bedrooms, and older girls in double and single rooms. Each year group also has a common room for communal relaxation. Residential members of staff live in flats within the main building and are responsible for the care of the pupils overnight.

Academic

St Mary's is an academic school with an exceptional record in public examinations, regularly placing amongst the best schools in the country. The school provides a broad and balanced curriculum to GCSE, with girls also participating in the Skills for Life programme which is part of the school's commitment to personal, social and health education.

In Years 8 and 9 girls opt for a second modern foreign language (as well as French) and they choose from German, Italian, Spanish, Classical Greek and Mandarin Chinese.

In Years 10 and 11, girls typically take ten subjects to I/GCSE.

In the Lower Sixth girls begin with four A Levels and continue with three into the Upper Sixth. In addition to their A Level subjects, girls may choose to do the Extended Project Qualification (EPQ), with research beginning in the Lent term of the Lower Sixth and projects submitted in the Lent term of the Upper Sixth. The sixth form programme includes a general course in Religious Studies, academic support sessions and a series of events to extend Academy pupils.

St Mary's outstanding public examination results and the consequent university places that are offered to our pupils belie the broad intake and are evidence of the significant value added achieved across all subjects. The academic results in 2019 were no exception where at I/GCSE we had an outstanding year, with 59% grade 9, the new grade above the A*, 83% grades 9 and 8 (A*) and 95% grades 9 to 7 (A*/A). 25 I/GCSE pupils gained 10 or more grades 9 or 8 and those awarded 8-11 grades 9 or 8 made up an impressive 75% of the year group. At A Level, 38% of grades were at A*, including seven candidates who gained 3 A* and two candidates who gained 4 A* grades, and 77% of grades were awarded A*/A.

Typically, 100% of Upper Sixth leavers continue to universities or other forms of higher education. University offers always cover a wide range of subjects from a variety of top UK universities and beyond. In 2019 out of a year group of sixty-one, fifty-seven girls continued directly to university or other forms of higher education, with four girls to make a post application in the coming year. Offers were secured for a wide range of subjects from many of the world's leading universities, including seven offers from Oxford and Cambridge colleges (11%). Forty-three girls (70%) are taking up places at Russell Group Universities. At

confirmation of offers, of the applicants in UCAS that completed the normal two-year A Level programme, 82% secured their first choice placement and 93% secured places at their firm or insurance choice. Two girls obtained a place through clearing, to Exeter and to Oxford Brookes. Seven girls are heading to Universities abroad including Notre Dame, Boston College, Columbia, Georgetown, NYU, ICADE, and Trinity College, Dublin.

School governance and finances

The school is a registered charity (number 290286) and a company limited by guarantee (number 01844327). The Council Members, who meet annually, act as guardians of the ethos of the school and delegate the strategic leadership, management and administration of the school to the Board of Governors who meet termly. The school's formal relationship with the Congregation of Jesus is now limited to their welcome representation on the Council and the Board of Governors.

Despite the relatively small size of the school, the school's finances are very strong with a healthy operating surplus generated on an annual basis. The school has invested significantly over the last thirteen years in a series of major capital projects culminating in the new Upper Sixth boarding house (the Mary Breen Courtyard) which includes a pastoral centre and associated staff accommodation which all opened in September 2018. Despite this record of capital investment, the school has not needed to undertake significant borrowing.