



KING'S COLLEGE SCHOOL  
WIMBLEDON



DEPUTY HEAD (Safeguarding and Wellbeing)



## WELCOME TO KING'S COLLEGE SCHOOL

Thank you for your interest in joining our school community.

King's is one of the most successful schools in the world, and our community is a special place to teach, work and learn. Educating over 1,500 pupils, we currently welcome boys aged 7-18 and girls aged 16-18, and our pre-preparatory school, Wimbledon Common Prep School (WCPS), educates up to 180 pupils aged 4-7. We are excited to be gradually extending co-education throughout the King's Corporation of schools from 2027 at WCPS, from 2029 in the junior school, and from 2033 in the senior school.

Our pupils are curious, creative and eager to learn, and the dedication, expertise, and care of our staff lie at the foundation of everything we do. Located in a peaceful part of London, opposite 1,140 acres of countryside offered by Wimbledon and Putney Commons, within minutes of central London and just a short walk from Wimbledon Village and the home of lawn tennis, we are fortunate to enjoy a green and well-resourced campus.

Our school was founded in 1829 by Royal Charter as the junior department of the university, King's College London, and as such, intellectual aspiration and a progressive spirit are our heritage. Today, we offer

an education of the whole person, in Mind, Spirit and Heart, the enduring ethos of our foundation. Our guiding mission is to look outwards, to the world beyond school, and to life at 25: we look to the lives we are preparing our young people to lead, so that when the time comes, they are ready to forge the pathway they choose, and to make a purposeful impact in the world.

We aim for each of our pupils to enjoy an exhilarating adventure of learning and to pursue academic excellence within a fun, caring, welcoming environment. Academic outcomes at A level, IB and GCSE consistently place King's amongst the very top schools nationally and globally, with over half of A level and IB grades at A\* or equivalent last summer, and we were delighted to be the highest placed independent co-educational day school and Independent International Baccalaureate School of the Year in The Sunday Times Parent Power 2025.

Supporting our pupils to grow strong in spirit, in the shared values and qualities of character that will ground them, is equally important at King's. Kindness, respect and support for one another, a broad-minded outlook and a commitment to ensuring that ours is a community where each individual feels that they can belong, are central to our ethos.



## WELCOME TO KING'S COLLEGE SCHOOL (continued)

Likewise, we share a deep commitment to the co-curriculum, which enables our pupils to develop broad skills and resilience as well as to discover lifelong passions through clubs and societies, CCF, Duke of Edinburgh, sport, the arts, and community partnerships.

The next few years represent an exciting time for King's as we embark upon the next chapter of the school's development and prepare to enter our third century in 2029.

Over the coming decade, we are extending co-education throughout King's so that any young person will have the opportunity to flourish here. With the relocation of our junior school to a new world-class campus on The Downs, we plan to transform our main campus over the coming years, further enhancing our facilities to extend the opportunities on offer to our pupils and communities. Last year, we established a charitable foundation for bursaries with the ultimate aim of becoming need blind as a community, and as the world changes around us, we are constantly considering how we can best enable our pupils to create their futures. We hope you consider joining us for this adventure.



Dr Anne Cotton  
Head



## THE ROLE: Deputy Head (Safeguarding and Wellbeing) and Lead DSL

Following the appointment of the current postholder to Headship, we are delighted to welcome applications for the role of Deputy Head (Safeguarding and Wellbeing) at King's College School, Wimbledon from January 2027.

The Deputy Head (Safeguarding and Wellbeing) plays a pivotal role in the life of the school and the Corporation of King's, with responsibility for safeguarding and pupil wellbeing.

The role involves strategic direction and oversight of safeguarding and pupil wellbeing across the Corporation of King's, including the junior school and Wimbledon Common Prep School, combined with direct responsibility for operational delivery in these areas in the King's senior school. The postholder will also make a valued contribution within the King's international family of schools, offering guidance and training as appropriate.

The Deputy Head (Safeguarding and Wellbeing) is a key member of the school's senior team and plays a central part in shaping the school's ethos and strategic development, as well as the day-to-day running of the school. The postholder is the lead DSL within the Corporation of King's.

The Deputy Head (Safeguarding and Wellbeing) reports to the Head.

Key responsibilities will include:

### **Strategy and work across the King's Corporation**

- Working with the Head, develop, implement and regularly review an ambitious strategy for safeguarding and pupil wellbeing at King's
- Provide advice and support to the Head and other members of the senior team with regard to all issues associated with safeguarding and wellbeing across the Corporation
- Oversee safeguarding activity and the work of the DSLs across the Corporation, to share best practice and ensure consistency in systems and practice
- Lead the strategic evaluation and mitigation of risk in the area of safeguarding, including as safeguarding may relate to other areas of school life, such as SEND and EDI
- Offer advice and training for the King's international team and overseas partner schools as appropriate

### **Mental health and wellbeing**

- Working with the director of pupil mental health and wellbeing and the PSHE team, have overall responsibility for pupil mental health and emotional wellbeing at the school



## THE ROLE (continued)

- Working with the director of pupil mental health and wellbeing and the PSHE team, lead the programme of pupil education in relation to online safety
- Work closely with the director of sport and physical wellbeing and the head of PSHE in promoting physical wellbeing
- Contribute to an active programme of events for parents, pupils and the wider community, to communicate the value placed by the school on mental health, wellbeing and the care of children
- Oversee the work of the school counsellors, ensuring that provision is underpinned by standard operating procedures
- Lead the school's suicide prevention and postvention work

### **Culture, raising awareness and support for staff**

- Promote a culture of awareness across the Corporation, where safeguarding and the care of pupils are given the highest priority and that all are aware that 'it could happen here'
- Lead a culture of openness and dialogue within the safeguarding team, and promote a culture of listening to children and taking account of their wishes and feelings
- Undertake appropriate training to maintain the expertise required as DSL
- Ensure that the safeguarding ethos and aims of King's are clearly communicated through the school's

policies and the website, and that these remain current and reflective of broader developments in safeguarding practice

- Working with HR, Merton and other organisations, lead and develop the school's safeguarding training and induction programme, ensuring the school's safeguarding policies and procedures are known, understood and used appropriately and that appropriate records are kept
- Ensure that staff whose roles involve particular responsibility for safeguarding are supported, trained and equipped to execute their responsibilities effectively, ensuring that they have access to reflective practice as appropriate
- Be available to provide advice, support and expertise to other staff on child welfare, safeguarding and child protection matters

### **Safeguarding practice**

- As the lead Designated Safeguarding Lead (DSL), execute all the responsibilities of the DSL specified in *Keeping Children Safe in Education*, and ensure that the school fulfils the relevant statutory guidance
- Implement, and continue to update and improve, the school's standard operating procedures for safeguarding, and ensure these are understood and implemented by all relevant colleagues



## THE ROLE (continued)

- Lead and oversee the management of safeguarding cases in the senior school and offer advice and direction on safeguarding cases throughout the Corporation
- Maintain and regularly review the Pupil Welfare Concerns document
- Chair relevant staff safeguarding meetings and oversee the DDSL team
- Lead inter-agency working, including referrals to external agencies (such as Children's Social Care, the Police, Channel, the TRA and Disclosure and Barring Service), taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children
- In discussion with the Head, liaise with the LADO as required
- Ensure that locally agreed inter-agency procedures put in place by Merton Safeguarding Partners are followed
- Ensure coordinated support for safeguarding cases, including pupils with social workers, Looked After Children and those with caring responsibilities, and oversee private fostering arrangements where relevant
- Work with the pastoral team and PSHE team to ensure that pupils receive appropriate education about safeguarding risks, including contextual safeguarding risks, and understand how to access support and share concerns
- Be alert to risk factors and vulnerabilities which may affect the wellbeing and safety of children, including being alert to trauma-informed practice
- Act as the safeguarding point of contact for pupils and parents outside of the school term on a rota with the safeguarding officer
- Be responsible for the staff Low Level Concerns procedure and log, and associated actions
- Work with the Head and other staff as appropriate in the management of staff safeguarding cases as required, undertaking investigations as appropriate
- Liaise regularly with the safeguarding governor in relation to safeguarding arrangements in the school, and work with them to audit the school's safeguarding provision at least annually
- Engage in formal safeguarding supervision on a regular basis

### Safeguarding systems and compliance

- Take overall responsibility for the school's systems and practices in safeguarding and wellbeing
- Be responsible for the school's Safeguarding and Child Protection policy, and oversee and regularly review school policies relating to safeguarding, including filtering and monitoring and CCTV, ensuring that they are relevant, up-to-date, and well-understood



## THE ROLE (continued)

- Maintain and implement the highest standards of record-keeping relating to safeguarding
- Maintain the highest standards of confidentiality, while also being mindful of the importance of appropriate information sharing to ensure that pupils can be effectively safeguarded
- Keep up to date with relevant legislation, regulation (including ISI regulation) and statutory and local guidance in the area of safeguarding, and ensure that the school is fully compliant
- Oversee the transfer of safeguarding records when appropriate, in accordance with statutory guidance
- Take lead responsibility for online safety, including the filtering and monitoring systems and processes in place, and ensure that safeguarding concerns identified by the school's internet filtering and monitoring software are responded to in a timely and appropriate manner
- Ensure that the school effectively discharges its statutory responsibilities in regard to Children Missing Education (CME) and the Prevent Duty, including through risk assessing visiting speakers
- Oversee the procedures for visitors to the school
- Liaising with the deputy head (pastoral), regularly review relevant records and data relating to pupil wellbeing and attendance, ensuring that trends are analysed, relevant insights shared with pastoral teams, and necessary external agency reports made
- With the HR department, ensure that the school's

- safer recruitment procedures are robust, maintain up to date safer recruitment training and contribute to the regular review of the single central record
- Review the processes and paperwork for educational visits from a safeguarding perspective and offer training and advice to the trip leader and staff accompanying such visits
- Work closely with relevant staff on all Health and Safety matters relating to pupil safeguarding and attend the health and safety committee
- Seek to resolve concerns and complaints relating to safeguarding effectively, at an early stage, and respond to learnings as appropriate

### General SMT responsibilities

- Teach a timetabled subject on a reduced timetable
- Uphold the school's ethos and values
- Support the management of emergency situations as required, including outside term time
- Maintain a visible presence among pupils, parents and staff, especially at key points during the school day, and support school events
- Contribute to recruitment processes
- As required, take a leading role in conducting pupil disciplinary investigations or hearings or in supporting with pastoral situations



## THE ROLE (continued)

- As required, take a leading role in individual staff matters, for example by supporting staff, conducting investigations, or conducting hearings
- Support other senior staff as needed
- Attend governor committee meetings as required
- Prepare reports and papers for committee and board meetings as required
- Engage in all expected line management activities for direct reports and their teams, and carry out induction, probation and reviews as required
- Oversee the school's operational plans in areas covered by the role
- Participate in the senior staff duty rota
- Undertake visits to local schools
- Work with the international team as required
- Be involved in special projects as appropriate
- Other reasonable duties as requested by the Head

The Deputy Head (Safeguarding and Wellbeing) will work closely with the DDSL team and line manage:

- Director of Pupil Mental Health and Wellbeing
- Safeguarding officer
- Counsellors
- Some heads of house
- Other roles as required

The Deputy Head (Safeguarding and Wellbeing) will have a dotted line of responsibility for the JS DSL and

WCPS DSL, who also report to their respective Heads, and the postholder will oversee the work of the DDSL team.

**This role description is intended to be definitive rather than restrictive and is subject to review.**



## THE PERSON

### **The post will suit someone who has:**

- Proven experience as a highly effective classroom teacher
  - Awareness and understanding of the safeguarding and welfare of children and a clear commitment to delivering best practice in safeguarding
  - Experience of safeguarding leadership, most likely as a DSL or DDSL in a school setting
  - High standards, a commitment to excellence, and a positive attitude to achieving goals
  - Proven ability to adopt a strategic approach when navigating a complex organisation, with an aim to further the school's priorities and understand multiple perspectives
  - Demonstrated skills in fostering an inclusive and diverse school community
  - Experience of forging working relationships with a collegiate and supportive approach, and a desire to positively contribute to the community of King's
  - A forward-looking and energetic approach, ensuring that we are always evolving our practice in pursuit of excellence
  - A proactive and self-motivated approach as an effective problem solver
  - Outstanding interpersonal, verbal and written communication skills
  - Adaptability, calmness under pressure, resilience and tenacity
- Confidence in the use of relevant IT systems and software



## HOW TO APPLY

### Application Process

We are working with HMC Professional Services on this role, and Sue Woodroffe is very happy to speak to interested candidates: please contact her by email ([swoodroffe@hmc.org.uk](mailto:swoodroffe@hmc.org.uk)). The Head and senior deputy head are also very happy to speak to interested candidates about this role: please contact them via [recruitment@kcs.org.uk](mailto:recruitment@kcs.org.uk).

To apply for this role, please register your details online via our website [www.kcs.org.uk](http://www.kcs.org.uk) (under useful information / career opportunities). Once you have registered your details with us, you can apply for vacancies by logging into the candidate area using your email address and chosen password.

Please provide a covering letter addressed to Dr Anne Cotton, Head. The cover letter is an opportunity for you to share with us how you are suited to this role, how your skills are transferable to the key requirements, and your relevant life experiences or interests.

**Closing date: Thursday 25th June 2026 at 9am**

**Longlist interviews: week commencing 29th June 2026**

**Shortlist interviews: Thursday 2nd July or Friday 3rd July 2026**

If you require any reasonable adjustments to assist you in the selection process, please advise us of these so that we can make appropriate arrangements.

Arrangements will be confirmed prior to interview, and further details provided.

We are happy to reimburse reasonable travel expenses.



## WORKING AT KING'S

Our staff community is welcoming, energetic and vibrant. Within a well-established atmosphere of kindness, cooperation and trust, there is a “can-do” attitude, coupled with high levels of emotional intelligence, good humour and mutual support. The school's reputation for academic excellence and strong pastoral care is built on the dedication and skills of every member of staff.

We seek to recruit well-qualified and enthusiastic staff who demonstrate knowledge of, and passion for, their area of expertise and contribute to the rich wider life of the school. All staff contribute to the ongoing development of the school, and give freely of their time outside timetabled lessons, committing to co-curricular activities and helping individual pupils with their academic progress. Many take clubs, societies, trips and sports teams at evenings, weekends and during the school holidays. The strength of our pastoral system is founded upon all staff making a significant pastoral contribution. Pastoral groupings are year-group specific in WCPS, the junior and lower schools, and become a vertical system from fourth form upwards.

In return, the school provides staff with a wide variety of benefits and opportunities, including:

- Competitive salaries well above London and national averages
- Automatic enrolment into the Teachers' Pension Scheme or optional inclusion into the King's defined contribution pension scheme for teaching staff
- Opportunities to develop professionally and a supportive approach to staff training and development. In addition to our bespoke programme for unqualified teachers which ultimately leads to QTS and full statutory support for all Early Career Teachers, the *Sapienter Develop* online platform comprises a range of courses based on the latest research and insight in education and leadership, and provide support to colleagues undertaking postgraduate and further study.
- A focus on staff wellbeing, family friendly policies, and bespoke support for new members of staff; all are guided through their first year by a variety of colleagues, including the director of staff welfare, their line manager and a mentor
- Access to BUPA and Aviva employee assistance programmes, and the BUPA healthcare cash plan
- Free use of the King's Club, including access to the swimming pool, gym, tennis/squash courts and group exercise classes
- Free lunch, tea, coffee and other refreshments during term time
- A Surface Book Laptop
- Shuttle buses from Wimbledon station
- Cycle to work scheme
- Fee remission for children of staff (subject to the usual entry requirements and space being available)
- Invitations to school productions, concerts and events during the year

# WORKING AT KING'S - STAFF PROFILES



"Since starting at King's, I have thoroughly enjoyed working with extremely able and enthusiastic students and colleagues. The academic challenge central to the school's ethos means that work in and outside the classroom is always stimulating and fast-paced. I have had the opportunity to take on new roles in the school early in my time at King's, and appreciate seeing the variety of routes that my career could take here. Having come from an IB only school, I have felt supported taking on the A Level. The school also has its own internal programme of professional development which I have benefitted from, and the range of short courses on offer mean that I can stretch different areas of my professional practice."

**- Dr Cheung**  
**Head of French, Academic Enrichment Coordinator and Equality and Diversity Mentor**

"I enjoyed a rewarding career as an engineer before moving directly into teaching to King's. Joining King's has allowed me to share my technical knowledge with students, whilst participating in the school's thorough and well-structured internal teacher training programme. The weekly sessions and support from colleagues have been invaluable in preparing for my teaching qualification. Beyond the classroom, I have contributed to exciting co-curricular activities such as the F24 race car project and the CCF RAF, drawing on my previous experience. Highlights have included leading engineering trips to Japan and adventure training closer to home, which have enabled me to inspire students and share my passions."

**- Mr Chandler**  
**Teacher of Design and Engineering and Head of Lower School Glenesk**



"King's is a dynamic, positive school committed to the wellbeing of all. Staff-pupil relationships are exceptionally good, and members of staff are unfailingly supportive. Pupils are motivated and keen to learn; it is stimulating to work in an academically fulfilling environment. The pastoral system is strong, and I find my role as a tutor the most rewarding. There are many opportunities for professional development, either through in-house courses or via new roles – indeed, I have enjoyed many different responsibilities. To teach and learn in beautiful surroundings and with outstanding facilities makes working at King's a joy."

**- Ms Davis**  
**Director of Staff Welfare, Bursary Engagement Officer and Teacher of History**

"Prior to joining King's I had not stayed at any school longer than three years; nineteen years later and I am still here. King's is by far the best school and environment I have ever worked at. Everyone from pupils to teaching staff are kind, welcoming and above all else they all look out for one another. I have learnt how to be a good teacher and leader at King's and been given opportunities to further develop my career others can only dream off. I love being a part of this community"

**- Ms Chan Ramgoolam**  
**Director of Public Occasions and CCF Contingent Commander**



"I started King's as a Graduate Sports Assistant and then after completing my teaching training, I spent four years as a junior school PE and Games teacher before progressing into the senior school to become the Head of Football. Throughout my time at King's, I have been supported by outstanding colleagues and the progress I have made is down to their dedication and invaluable advice. The work I have done with the African Caribbean Society on diversity and inclusion has been hugely rewarding; the society aims to ensure all pupils feel valued in our community leading to better outcomes for everyone."

**- Mr Joshua Barrington**  
**Acting Deputy Director of Sport & Physical Wellbeing and Head of Football**



## SAFEGUARDING AT KING'S

At King's, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that children receive effective support and protection. Child protection forms part of the school's safeguarding responsibilities.

We follow the Merton Children's Safeguarding Partnership procedures and have several policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our school website: <https://www.kcs.org.uk/governance-safeguarding-and-policies/safeguarding-at-kings>. The purpose of this policy is to provide staff, volunteers, and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers about how we will safeguard their children whilst they are in our care.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. Those applying to work at King's will be required to undergo rigorous child protection screening; pre-employment checks include (as relevant to the role and individual):

- past employers (references will be requested for shortlisted candidates prior to interview in line with **Keeping Children Safe in Education**)
- the Disclosure and Barring Service (including a barred list check)
- a prohibition from teaching check
- a Section 128 check (prohibition from management or governance)
- identity checks
- right to work checks
- overseas checks
- verification of qualifications and/or professional status
- fitness to work checks

**This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.**



## INCLUSION AT KING'S

King's aims to be a diverse and equitable environment where all staff and pupils feel they belong. The community aims to foster an ethos of social awareness and respect for difference, creating a welcoming and inclusive culture where every member of our community is valued and respected as their authentic self, regardless of difference. Establishing this sense of belonging and community is central to the ethos of King's and is outlined in the 'Inclusivity at King's' statement.

The school has developed a comprehensive equality, diversity and inclusion (EDI) programme that spans all areas of school life, including our wider school community. Our director of EDI oversees our work in this crucial area, working closely with our EDI mentors who support pupils around issues including sexuality, gender and race.

There are a wide range of thriving pupil advocacy and discussion groups who meet regularly, including our African Caribbean society, our East and South-East Asian society, our Pride group, our neurodiversity society, our interfaith discussion group and Her'd, our group for girls. Alongside this, the school holds regular talks and workshops on EDI topics to ensure that inclusivity remains a central part of the daily life at school and is at the heart of all that we do.

Further information about equality, diversity and inclusivity at King's is available on our website at <https://www.kcs.org.uk/governance-safeguarding-and-policies/equality-diversity-and-inclusivity-at-kings>

*King's College School is fully committed to the principles of equality, diversity and inclusivity in its recruitment of teaching and support staff.*

**If you have any support requirements that require adjustments to be made during the recruitment process, please let us know in advance so that any support, aids or adaptations can be put in place to assist you. Examples can include, but are not limited to, a request for extra time, a wheelchair accessible interview room or alternative format of assessment papers such as audible, Braille or large print versions.**



## LIVING AND WORKING IN WIMBLEDON

Wimbledon is famous for its annual Grand Slam tennis tournament, but that is not the only thing that makes living and working in Wimbledon an attractive proposition.

The area is one of the safest parts of London and provides a wonderful mix of town and village life. The streets are bustling and lined with bars, restaurants and shops and the charming children's Polka Theatre is situated in the centre of Wimbledon. King's is located on the edge of Wimbledon Common, at the beginning of one of the largest areas of green, recreational space in the whole of London. The Common, which extends to Richmond Park, is home to a 19th century windmill and an Iron Age fort.

One of the best things about working in Wimbledon is its connectivity. Wimbledon station is located in zone 3, approximately 10 minutes from Clapham Junction and 20 minutes from London Waterloo. There are regular trains to numerous destinations, including Kingston, Epsom and Richmond. Wimbledon can also be reached by tube, via the District line, and by tram, which connects to places such as Croydon and Beckenham. King's is also in a convenient location for road users, with its proximity to the A3 providing an excellent link to the M25. There is a morning shuttle bus for staff which runs from Wimbledon Station to the school.

Although property prices are high in and around Wimbledon Village, there are affordable options a little further away. Many staff choose to live in Central and South Wimbledon or Raynes Park, which is a 15 minute walk from King's. Other nearby options include Motspur Park, Worcester Park, Clapham, Tooting and Earlsfield but plenty of colleagues prefer to commute from Surrey, where Esher, Epsom and Ashstead are popular choices.



