



KING'S COLLEGE SCHOOL WIMBLEDON



DEPUTY HEAD (DIRECTOR OF STUDIES)



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 almost 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.

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.

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.



WELCOME TO KING'S COLLEGE SCHOOL

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

We are delighted to welcome applications for the role of deputy head (director of studies) at King's College School, Wimbledon from September 2027. This role has become available as the current post-holder steps back from the position after almost thirty years of dedicated service to the school.

Reporting to the Head, the deputy head (director of studies) plays a pivotal role in the life of the school and the Corporation of King's, with responsibility for academic excellence, the progress of all pupils, and the effective day-to-day delivery of the school's academic provision.

The post-holder is responsible for ensuring that the academic life of the school operates smoothly and effectively, leading on all pupil-related academic matters, including the implementation of the curriculum, timetabling, assessment and examinations, as well as parental engagement with these areas of school life.

The role combines strategic direction and oversight of academic excellence and pupil progress across the Corporation of King's, including the junior school and Wimbledon Common Prep School, with direct operational responsibility for the delivery of these areas within the King's senior school. The post-holder will also make a valued contribution within the King's international family of schools, offering guidance and training as appropriate.

The deputy head (director of studies) 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.

Key responsibilities include:

Strategy and work across the King's Corporation

- Working with the Head, develop, implement and regularly review an ambitious strategy for academic excellence at King's, ensuring that the school remains one of the world's leading academic schools and provides outstanding support for pupils in fulfilling their academic potential
- Oversee academic excellence and pupil progress across the Corporation, to share best practice and ensure consistency in systems and practice
- Provide advice and support to the Head and other members of the senior team with regards all matters associated with academic progress and systems across the Corporation, mindful of the intersection between academic matters and other aspects of school life, and the staff and pupil experience
- Working with the deputy head (teaching and education development) and leaders across the Corporation, ensure that the curriculum across the Corporation offers our pupils the best preparation for the next stage in their academic journey and for their lives in the world beyond school



THE ROLE (continued)

- Offer advice and training for the King's international team and overseas partner schools as appropriate to embed the King's academic ethos across all King's schools
- Liaise with junior school colleagues on all relevant academic matters, including timetabling and the transition to the new junior school campus

Administration and oversight of curriculum and academic systems

- Oversee the planning and staffing of the curriculum structure, ensuring that this effectively supports the school's strategic objectives and makes efficient use of staff resource
- Oversee the delivery of the lower school and fourth form curriculum, the (I)GCSE programme and the IB and A level programmes in the sixth form, line managing the director of IB and the head of A level, and working closely with the heads of section
- Oversee the academic management of the MIS and administration connected with the academic life of the school
- Working closely with senior school heads of department, construct the senior school timetable, rooming and homework timetables, and additional classes and sessions as required
- Oversee parental events and pupil communication connected with day-to-day academic provision
- Oversee the audit system for staff timetabling and allocations and related requests, working closely with the senior deputy head and heads of department
- Oversee systems for lesson cover, the staff duty system and processes for the supervision for pupils, working with the deputy head (operations)

Pupil progress

- Working with the assistant head (enrichment & pupil progress), heads of house and heads of department, ensure that all pupils are supported to achieve their full academic potential, via effective monitoring of pupil progress and the provision of timely, proactive and compassionate support for pupils and their families
- Develop ways to help pupils engage actively with their academic progress, fostering self-reflection, intellectual ambition and a commitment to continuous personal and academic development
- Oversee the administration and analysis of baseline testing, working to promote a whole school approach between junior and senior schools
- Oversee the policy and administration of tracking grades and reporting, ensuring that these offer pupils, parents and staff, timely and helpful feedback to inform pupils' progress
- Oversee the analysis and publication of data in an accessible format which enables the identification of patterns and trends in pupil attainment, effort and progress against baseline metrics for individual pupils, for each cohort, and to inform wider school developments



THE ROLE (continued)

Examinations

- Oversee the effective and efficient running of internal and external assessments and examinations, ensuring that the school is fully compliant with internal and external requirements and regulations, and that effective invigilation is in place
- Oversee examinations-related policies and procedures, including relating to non-exam assessment / coursework, reviews and appeals, and other matters as required
- Oversee arrangements relating to examination results days (IB, (I)GCSE & A level), providing advice to pupils, parents and colleagues
- Collate and present examination results data on results days for dissemination to governors and staff, and for the school website
- Formally review examination results after each annual cycle, in collaboration with heads of department

Higher education

- Oversee the work of the higher education team, ensuring that the school offers the best possible support to pupils in successfully accessing higher education destinations in the UK and worldwide
- Facilitate the production of data and data analysis to support the work of the higher education team as required
- Ensure that the school continues to respond proactively to developments in the higher education landscape

Admissions, curriculum and subject choices

- Liaise with the admissions team, the junior school, WCPS and feeder schools as required, on academic matters
- Play a key role in admissions processes to advise on the admission of pupils to the school, offering academic analysis of admissions test data
- Coordinate the administration and analysis of admissions data, including entrance tests, interviews and scholarship exams
- Contribute to admissions and induction/transition events as required
- Liaising with heads of section and relevant staff, oversee the processes associated with curriculum and subject choices for all pupils, including events, guidance and documentation for pupils and parents to ensure they feel well-informed and supported, and associated timetabling and communications

Compliance and quality assurance

- Lead the academic side of ISI inspection preparation, working closely with the deputy head (operations) and the head of compliance
- Lead the processes associated with IBO evaluation, working closely with the director of IB
- Author and update designated academic policies
- Undertake ISI data portal updates
- Complete the annual returns for ISC, the DfE and other external bodies as required



THE ROLE (continued)

General SMT responsibilities

- Teach a timetabled subject on a reduced timetable
- Uphold the school's ethos and values
- Participate in the holiday cover rota
- Support the management of emergency situations as required, including outside term time
- Undertake advanced safeguarding training, offering support to the safeguarding team, including as a Deputy DSL, as required
- 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
- 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
- Contribute to staff training and other CPD as required
- 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 (director of studies) will line manage:

- Assistant head (enrichment & pupil progress)
- Director of higher education
- Director of IB
- Head of A level
- Deputy director of studies
- Academic data analyst
- Head of examinations
- Some heads of department
- Cover supervisors

This role description is intended to be definitive rather than restrictive and is subject to review. It is likely that the post-holder will take responsibility for another area of school life in due course.



THE PERSON

The post will suit someone who:

- Demonstrates high standards, a commitment to excellence, and a positive approach to achieving goals
- Has experience of middle or senior academic leadership
- Has a genuine interest in promoting academic excellence and ensuring all pupils are supported to achieve their potential
- Possesses strong IT skills and a keen interest in enhancing and developing the effective use of digital systems and software
- Is proactive and self-motivated, with strong problem-solving skills
- Has a proven ability to build positive working relationships, contributing positively to a collegial and supportive environment
- Is committed to making a positive contribution to the life and community of King's
- Brings a forward-thinking and energetic approach, driving continuous improvement and innovation in pursuit of excellence
- Possesses outstanding interpersonal, verbal, and written communication skills
- Demonstrates adaptability, resilience, tenacity, and the ability to remain calm and effective under pressure
- Has excellent attention to detail
- Has experience of leading and delivering whole-school initiatives



HOW TO APPLY

Closing date: Monday 28th September 2026

Round 1 interviews: Tuesday 6th October 2026

Round 2 interviews: Tuesday 13th October 2026

To apply for this role, please register your details online via our website **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. You will be asked to fill an online application form which includes a covering letter.

Cover letter: Please use the cover letter to explain how your own skills and experiences match the person specification for this role. 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.

Early applications are encouraged; interviews may be staged and we may choose to appoint at any time during the application process.

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

We welcome enquiries or questions regarding this position, including about adjustments to be made during

the recruitment process: please contact recruitment@kcs.org.uk or telephone the HR department (020 8255 5308) to find out more.

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. Tutor groups are year-group specific in the lower school, 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 and Academic Enrichment Coordinator

"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 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 Co-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/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/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.



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