



The Royal School

Wolverhampton



**CANDIDATE INFORMATION PACK
HEAD OF BOARDING
(Teaching or Non-Teaching Role)
START DATE SEPTEMBER 2025**



The Royal School
Wolverhampton

WELCOME MESSAGE FROM OUR PRINCIPAL

Dear Candidate,

Thank you for your interest in the post here at The Royal School, Wolverhampton (RSW). To help you decide on whether this is the school for you it is important to understand where we have come from and where we are going.

The school is built upon a combination of things; it's unique heritage, record of academic excellence, outstanding educational environment, and the full support and endorsement of our Patron, the Earl of Wessex.

From this, the Governors and leadership team are committed to supporting wider access for pupils, of all abilities and backgrounds, to add to The Royal's rich and diverse educational offer.

The Royal School, Wolverhampton offers a unique proposition to families in Wolverhampton and its surrounding area of an 'all-through', 4-19, co-educational, nondenominational day and state boarding school, with the capacity over time to provide for 1500 pupils, through a carefully managed programme of growth.

Whilst remaining fully non-selective and dedicated to supporting pupils in need, this change process has enabled RSW to combine its traditional values and academic offer with a global perspective. All this is to benefit our pupils, and to create a dynamic outward looking, culturally diverse, yet inclusive school community. Within this, pupils acquire the rich subject knowledge, life skills, understanding and aspiration to succeed locally, nationally, and internationally.

We welcome your application to be part of our community and would love you to visit and see the school in action or call us to talk things through.

Mr Tom Macdonald
Principal





Job Description:

Job Title:	Head of Boarding (Teaching or Non-Teaching Role): Member of Senior Leadership Team
Accountable to:	Principal
Terms of employment:	Permanent, full time
Start Date:	September 2025
Salary:	Leadership Scale - Competitive

The Post

The Head of Boarding is a member of the school Senior Leadership Team and has responsibility for the leadership both boarding houses and all boarding staff. They are responsible for the well-being, development and learning of the boarding students as well as the development and line management of their staff team. They must ensure compliance with Ofsted National Minimum Standards whilst meeting the Vision and Values of the school. They will work as part of the senior leadership team to develop the boarding vision and promote a positive and supportive boarding culture. We are looking for an extraordinary candidate to lead our successful boarding team and will consider both teaching and non-teaching candidates for this role.

Boarding at The Royal School, Wolverhampton

Boarders at the Royal are a keep part of the school's character, ethos and history. The school has two boarding houses, Dartmouth and Lichfield house, serving boys and girls from year 7 to year 13. We have capacity for 82 boarders at present, but following refurbishment as part of our £46 million rebuild and refurbishment programme, this will increase to 100 students across the two houses.

Our boarders join us from across the globe and from all walks of life. We house Elite Swimmers, International Students (with British citizenship or leave to remain), and UK residents alongside a small number of Unaccompanied Asylum Seeking Children (UASCs) in keeping with our origins and foundation as an orphanage.





Purpose of the role

The Head of Boarding at The Royal School, Wolverhampton holds overall responsibility for the leadership, development and daily operation of the school's boarding provision, comprising Dartmouth House (boys) and Lichfield House (girls). As a member of the Senior Leadership Team (SLT), the Head of Boarding contributes to the strategic direction of the school and ensures that boarding reflects and enhances the Vision and Values of the whole school community.

This is a critical role that requires exceptional pastoral care, operational management, staff leadership, and the capacity to build meaningful relationships with pupils, parents, and staff. The Head of Boarding must promote a safe, inclusive and nurturing environment in line with the National Minimum Standards for Boarding Schools and ensure the holistic development of all boarding pupils

Role Specific Responsibilities

Strategic Leadership and Vision

- Shape and lead the development of the school's boarding ethos, aligned with its Vision and Values.
- Serve as a member of the Senior Leadership Team, contributing to whole-school strategy, planning, and decision-making.
- Promote the value of boarding within the school and wider community.
- Drive continuous improvement in the boarding experience, responding proactively to pupil, parent, staff and inspection feedback.

Pastoral Care and Pupil Well-being

- Act 'in loco parentis', maintaining a safe, secure, and caring environment in which all pupils feel supported and valued.
- Know each boarder individually, ensuring their emotional, physical, academic, social, spiritual and moral development.
- Lead and promote a culture of respect, kindness, responsibility, and inclusion.
- Ensure appropriate support is provided for boarders' mental health and wellbeing, in collaboration with pastoral and medical staff.
- Promote independence and life skills, preparing pupils for post-school life.

Behaviour, Discipline and Safeguarding

- Set clear expectations of behaviour and appearance in line with school policy, and maintain a consistent and fair approach to discipline.
- Uphold and model the highest standards of safeguarding and child protection, acting as a key point of contact for boarding-related concerns.
- Ensure full compliance with Keeping Children Safe in Education (KCSIE), the Children Act, and other safeguarding legislation.
- Manage safeguarding disclosures and welfare concerns in conjunction with the Designated Safeguarding Lead (DSL).

Staff Leadership and Team Development

- Lead, manage and support the boarding staff team, including House parents, Assistant House Parents, Boarding Tutors and support staff.
- Clarify roles and responsibilities, provide regular performance reviews and promote a culture of reflection, growth and collaboration.
- Coordinate duty rotas, staff training and induction. The post holder will undertake an allocation of 'duty' shifts alongside the rest of the boarding team and participate actively in suitable training.
- Ensure all staff are fully aware of compliance, safeguarding, health and safety, and school policies.

Compliance and Operational Oversight

- Ensure that all aspects of boarding comply with the National Minimum Standards for Boarding Schools and OFSTED regulations.
- Prepare for and lead on OFSTED boarding inspections, ensuring readiness at all times.
- Maintain accurate records relating to pupil welfare, safeguarding, medical needs and pastoral support.
- Manage the boarding houses' budgets and resources effectively.
- Oversee physical standards of the boarding environment, liaising with site and domestic teams to ensure safety, cleanliness, and comfort.

Communication and Parental Engagement

- Foster strong relationships with parents and guardians through regular communication and updates on pupil welfare and progress.
- Host meetings, events and house functions to build a collaborative community spirit.
- Liaise with parents sensitively regarding welfare issues, academic progress, and boarding life.
- Respond promptly and appropriately to parental queries and concerns.
- To coordinate and support student travel plans with parents.

Enrichment and Community Life

- Promote and coordinate a rich programme of evening, weekend and holiday activities, ensuring all pupils are appropriately engaged.
- Encourage participation in co-curricular opportunities and cultural events.
- Lead and support major school and boarding events (e.g. Founder's Day, Christmas Dinner, House Competitions).

Support pupils with responsibilities such as Head of House, Prefects and Peer Mentors, nurturing leadership and service

General Responsibilities

Teaching (if applicable)

- For teaching candidates, a reduced timetable will be provided in recognition of boarding responsibilities.
- Teach in your subject area, contributing to academic life and supporting student achievement.
- Liaise with academic departments and tutors to support boarding pupils' academic progress and study habits.
- To follow the school's general Job Description for a Teacher

Senior Leadership

- As a member of the Senior Leadership Team, the Head of Boarding contributes to the wider strategic, operational, and cultural leadership of The Royal School. In addition to the specific responsibilities of leading the boarding provision, the postholder is expected to support the overall success, sustainability, and ethos of the school through the following duties:
- **Strategic Contribution:** Participate in whole-school planning and decision-making, contributing insight and leadership in areas of pastoral care, pupil well-being, safeguarding, and boarding education.
- **Vision and Values:** Actively promote and uphold the Vision and Values of The Royal School, ensuring that boarding integrates seamlessly into the wider life of the school and contributes positively to the school's identity and reputation.
- **Safeguarding and Compliance:** Uphold and model the highest standards in safeguarding, behaviour, attendance, and welfare, working in accordance with statutory guidance including Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.
- **Leadership and Line Management:** Support and challenge colleagues across the school in their professional practice, participating in performance management, policy development, and quality assurance across relevant areas.
- **Communication and Collaboration:** Foster strong professional relationships across all areas of the school community—teaching staff, pastoral teams, administrative teams, governors, parents and pupils—and support whole-school initiatives and events.
- **School Representation:** Represent the school with professionalism and integrity at events, inspections, and with external stakeholders, including regulatory bodies, partners and the wider boarding and education community.
- **Duty and Visibility:** Maintain a regular and visible presence around the school and boarding houses, supporting daily routines, transitions, and events, and modelling high expectations and approachability at all times.
- **Continuous Improvement:** Support a culture of ongoing reflection, innovation and improvement, contributing to whole-school self-evaluation, development planning and preparation for inspection.



Person Specification

Requirements	Essential	Desirable
Education & Qualifications		
Educated to degree level with QTS UK (for teaching role)	ü	
First Aid Training Outdoor Qualifications BSA Qualifications Minibus MIDAS training		ü
Willingness to undertake further work-related training	ü	
DSL Safeguarding Training	ü	
Relevant experience		
Have sound and proven experience of teaching and working within a boarding environment	ü	
Prove experience of working in, and leading, teams of people	ü	
Marketing of boarding		ü
Skills, Knowledge & Abilities		
Excellent literacy, numeracy and IT skills	ü	
Ability to communicate effectively, both orally and in writing.	ü	
Accuracy and attention to detail	ü	
Accurate record keeping	ü	
Organisation skills	ü	
Disposition		
Ability to think creatively and to prioritise	ü	
Excellent interpersonal and communication skills	ü	
Organised and self-motivated	ü	
A commitment to safeguarding and promoting the welfare of children and young people.	ü	
A commitment to the school values and professional standards	ü	
Ability to work under pressure and to prioritise and meet deadlines	ü	
Willing to participate in development and training opportunities.	ü	
Calm, professional and good-humoured personality		ü

Person Specification continued



Other requirements		
A knowledge of the National Minimum Standards for Boarding	ü	
Candidates must demonstrate awareness/understanding of equal opportunities.	ü	
A commitment to follow all requirements, training and adhere to all policies ensuring and promotion of the safeguarding and welfare of students.	ü	
Candidates must demonstrate an understanding and knowledge of the individual's responsibility for promoting and safeguarding the welfare of children and young people.	ü	

Ability to drive or willingness to learn to drive a minibus would be an advantage.

Conclusion

These terms of service may be varied by the School Management.





The Royal School Boarding Houses



Dartmouth House

Dartmouth Boarding House is our boys' boarding house with capacity for about 50 boarders. The aim of Dartmouth boarding house is to help shape young, ambitious boarders ready for whatever future lies ahead of them. Building on fundamental principles of the house – encouraging boarders to be honest even in difficult circumstances, demonstrate confidence in all situations and above all else show good character, Dartmouth House aims to bring together an eclectic mix of nationalities and cultures to help prepare students and equip them to be successful young adults.



Lichfield House

Lichfield boarding house is our girls' boarding house with capacity for approximately 30-35 students dependent on age. Lichfield House is dedicated to support our boarders to become young female role models, challenging themselves to achieve their goals. Building on fundamental principles of the house – encouraging boarders to learn from their experiences, to have integrity, to value friendship and to feel empathy, Lichfield House celebrates everyone's uniqueness and culture to create a calm and caring environment in the house.





Ethos



- Traditional values and behaviour, married with a forward looking, dynamic and global outlook.
- Excellence in the Arts, on the sporting field, in STEM and across academic breadth.
- An outstanding co- curriculum and enrichment programme, provided through our extended day, which nurtures and develops young people across a range of talents, promotes skills for life and underpins academic success.
- An inclusive approach to building pupil motivation, aspiration, and self-esteem, through our “all-age structure”, vertical House families, and outstanding pastoral and wrap around care, which means that pupils entering RSW at whatever age and stage can be well supported in their learning and achieve challenging individual targets.
- The development of self, personal responsibility, and accountability within a vibrant and supportive extended community through our weekly and term time boarding houses, our links with The Royal’s existing alumni and our outstanding programme of engagement with the wider local community.
- Having staff, children, and parents who are committed to learning as the passport to success.
- A unique physical location and setting in which to grow and develop, established within the heart of the city.



The Royal School Values

RESPECT

The respect we have for one another can be seen in the diversity of our community and the acceptance of all pupils, staff and families for who they are. Respect is seen in the exemplary behaviour of our pupils and the care given to them by our staff.



TRUST

All success is founded on taking the first step into the unknown. We support our community to take risks and encourage them to develop the skills they need to be resilient. We aim to nurture their love of risk so they keep that excitement throughout their whole lives.

COMMUNITY

We truly feel like a 'Royal Family'. We welcome families, pupils and staff into our community and encourage everyone to play an active part in building strong links to our school. We provide opportunities through events such as Founders' Day and Prize Day.

INITIATIVE

Initiative and independent learning is built into our curriculum and encouraged through our extended day provision. We encourage our pupils to solve problems themselves and work hard to give them the tools to do so.

RISK

At The Royal School, our pupils take pride in being trustworthy learners. As a school, we trust our teachers to support all pupils in their learning and personal development. This trust is seen in the outstanding curriculum that is delivered every day, and the range of experiences on offer.



What we offer

Teaching at The Royal Senior School provides:

- An exciting opportunity to join a culture of innovative curriculum practise and a unique ethos.
- The chance to join a team of outstanding leaders and practitioners and be at the forefront of developing educational approaches across the city.
- A supportive and caring team - which aspires to develop the leaders of tomorrow and provide the best opportunities for professional growth.
- The opportunity to lead a culture that is committed to the development of 'character' enabling all children to make the best progress in their academic, sporting, musical and aesthetic experience.
- You will be passionate about continuing to further grow our expectations of high performance and outstanding pastoral care.

If you would like to contribute to our school, then we would love to hear from you!



We have a range of strategies to help our pupils achieve success at whatever point they join us in their educational journey. They are:

- The strong ethos of the school.
- The opportunities provided through an 'all-through' approach.
- The provision of exceptional age-related pastoral care.
- Our extended day and Enrichment Programme

Such strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self-esteem, and attainment of those pupils at greatest disadvantage.



Excellence for all: inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens.

We build an aspirational culture through our senior mandatory and balanced co-curricular programme. Including:

- Combined Cadet Force (CCF) for all.
- Access to Excellence through the Elite Swimming Academy.
- Sports.
- Performing arts.
- Cultural, aesthetic, and intellectual development.

This encourages our pupils to become confident, resilient, caring, and enterprising individuals. Yet at the same time, they are trained to operate as leaders, mentors, and members of a team in the widest sense.

Our Boarding dimension helps us to:

- Enrich to our school and local community.
- Support our fundamental ethos of 'wrap around care' (which includes our 'day boarding', offering additional enrichment, targeted support and intervention, and supervised study sessions).
- This has also strengthened our care of children who attract Pupil Premium, Children who are Looked After (CLA) and any child experiencing a temporary difficulty in home circumstances because we have an on-going flexibility in supporting those most disadvantaged to succeed.

This leads to:

- Working constructively with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley in supporting CLA and pupils with a Statement of Need/SEND.
- Developing our role in broadening local choice and diversity, and simultaneously raising aspirations and outcomes.
- Being able to address the urgent demand for more local pupil places, at both primary and secondary.
- Being able to provide a supportive community for vulnerable pupils, including, as recently requested, unaccompanied refugee children who would benefit from the boarding environment we offer.
- Being able to empower our pupils to grow, successfully challenge stereotypical assumptions and exceed their expectations within a nurturing, inclusive and culturally diverse community.





PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Benefits Of Working At The Royal

The Royal School offers significant benefits for its staff:

- Regular CPD programme and investment in training
- Access to NPQ programmes
- Staff laptop
- Cycle to work scheme
- Opportunities for you and your family to attend boarding activities e.g. parties, Alton Towers, visits to cities and museums
- Two additional weeks holiday compared to many schools (one week prior to Christmas, one week early in the summer)

The school's distinctive ethos and culture where a truly holistic view of the personal development of the child is central to all that we do. The wider 'enrichment' programme at this all-through 4-19 boarding and day school is essential and helps develop confident pupils well equipped for life beyond the school. All staff contribute to this extensive programme with their personal interests and to join in with existing activities.

Application Process

Closing date 9am Monday 7th April
Interviews week commencing 7th April
Enquiries related to the role to Mr A Large al@theroyal.school
Completed application forms to lcallaway@theroyal.school



How to find The Royal School

By Car: Postcode WV3 0EG

By Rail: Wolverhampton Train Station is located at WV1 1LE.

The Local Area

The Royal primarily serves the local Wolverhampton area, as well as Shropshire, Staffordshire, and the greater West Midlands. We also maintain our long-established boarding culture and have 80 boarding places taken up by students from far and wide.

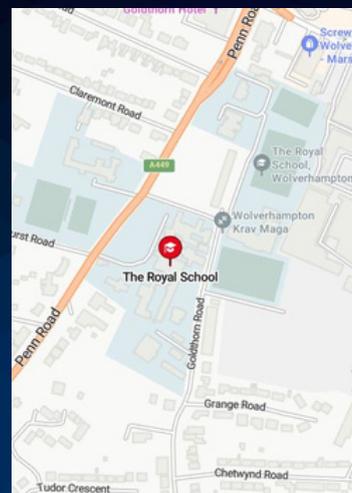
Wolverhampton is a vibrant city in the West Midlands, where you can enjoy a rich cultural and historical heritage.

Ideal for family days out to support learning visits can be made to Wolverhampton Art Gallery, Bantock House Museum Wightwick Manor.

The Halls, The Grand Theatre and Arena Theatre offer shows and entertainment.

Close to Baggeridge Country Park, West Park, The Wrekin, countryside is close to relax and enjoy walks.

Close transport links to Birmingham and Telford for more culture, shopping and a diverse selection of cuisine and entertainment.



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