



JOB DESCRIPTION

Job Title:	Postgraduate Teacher of Classics		
Reports To:	Head of Classics	Date:	May 2026

Wellington College

At Wellington College, we offer a pioneering education that inspires pupils to be the best version of themselves. Rooted in our core values—Kindness, Integrity, Respect, Responsibility, and Courage—we empower our pupils to explore their passions, challenge themselves, and in time to contribute meaningfully to the world around them.

Role Summary

As a Postgraduate Teacher of Classics, you will deliver high-quality, academically ambitious teaching to pupils aged 13–18 across GCSE, A Level and/or IB courses, in line with departmental aims and the educational ethos of Wellington College. You will inspire intellectual curiosity, independent thinking and a lasting engagement with Classical subjects, including language, literature and ancient culture.

You will contribute fully to a thriving and collaborative department, support pupils' academic and pastoral needs, and play an active role in the wider life of our seven-day-a-week boarding community.

Departmental Information

The Classics Department at Wellington College delivers a rich and academically rigorous curriculum encompassing Latin, Classical Greek and Ancient History at GCSE and Sixth Form level. The department values scholarly excellence, intellectual curiosity and collaboration, offering a wide range of enrichment opportunities including societies, lectures, competitions and overseas trips.

The department has a strong record of supporting pupils into university study of Classics and related disciplines, including competitive applications, and is committed to developing confident, independent learners with a deep appreciation of the ancient world

Main Tasks & Responsibilities

Knowing Students and How They Learn

- Build respectful, supportive relationships where every pupil feels known, valued and understood.
- Promote an inclusive classroom culture for diverse learning needs.
- Identify pupils needing stretch, challenge or targeted support.
- Encourage super curricular extension and independent intellectual exploration.
- Develop understanding of SEND, EAL and high achieving learner profiles, adapting teaching accordingly.

Planning and Implementing Effective Learning

- Plan and teach high-quality lessons across GCSE and Sixth Form specifications.
- Use evidence based pedagogy including discussion led learning and effective digital tools.
- Ensure teaching aligns with departmental schemes of work and qualification frameworks.
- Promote independent learning, analytical skills and critical engagement.
- Integrate contemporary subject developments and real-world contexts.
- Teach Latin to GCSE, A Level and/or IB, and contribute to the teaching of Classical Greek and/or Ancient History according to departmental needs.

Assessment and Feedback

- Apply formative and summative assessment strategies to monitor progress.
- Provide timely, personalised feedback that supports academic growth.
- Maintain accurate assessment records.
- Prepare, mark and moderate internal assessments and examinations.
- Use data to inform planning, intervention and reporting.
- Support pupils preparing for subject specific university applications (where relevant).

- Contribute to the setting and marking of departmental examinations and internal assessments.

Creating Supportive Learning Environments

- Establish a safe, respectful and purposeful classroom.
- Uphold safeguarding, positive behaviour and high professional standards.
- Promote global awareness, ethics and intellectual curiosity.
- Foster a classroom environment where challenge, resilience and ambition are celebrated.

Professional Engagement

- Engage actively in professional development, reflective practice and feedback.
- Contribute constructively to departmental collaboration and shared pedagogy.
- Show curiosity about national and international educational research.
- Use digital platforms confidently to support teaching, assessment and communication.
- Participate in departmental meetings, resource sharing and collaborative planning.

Co-Curricular and Wider School Responsibilities

- Contribute to cocurricular life through clubs, societies, workshops or trips.
- Support departmental enrichment and outreach programmes.
- Serve as a tutor, supporting the academic and pastoral welfare of pupils.
- Participate in Saturday teaching and weekend commitments.
- Engage positively in House life, community events and the rhythms of boarding school life.
- Support Classics societies, trips (including overseas where appropriate), and pre-university enrichment activities.

Beyond the Classroom (Co-curricular and Pastoral Responsibilities)

- Participate fully in the wider life of the College, contributing to enrichment activities, events and pupil development beyond the classroom.
- Serve as a tutor in a Boarding or Day House, supporting pupils' academic and pastoral welfare through regular contact, liaison with parents and colleagues, and active engagement in House life.
- Support the broader co-curricular programme, including involvement in Global Citizenship or CCF activities where appropriate.
- Participate in Saturday morning commitments and engage enthusiastically in weekend activities, including sport, social events, Chapel services and other pupil-focused occasions.
- Support subject choice and post-18 pathway discussions at key transition points in collaboration with Sixth Form and academic leaders.

Person Specification (Education, Knowledge and Experience)

Essential

- Degree (or degree pending for award in summer 26) in a relevant subject
- Knowledge of curriculum content at 13–18 (GCSE, A Level and/or IB), demonstrated through training or experience.
- Demonstrable commitment to safeguarding and inclusive education.
- High level of digital literacy, including effective use of Microsoft 365 and digital learning platforms.
- Ability to design and deliver learning that builds analytical thinking and independence.
- Understanding of contemporary subject developments, debates or real-world applications.
- Ability to interpret assessment data to inform planning, intervention and differentiation
- Willingness to embrace challenge, and confidence to be fully immersed in boarding school life

Desirable

- Experience working in a supervisory role with children and young people
- Broader teaching experience (e.g. tutoring, mentoring)
- Master's degree or postgraduate qualification in a relevant field.

Skills, Personal Qualities and Values

- A deep care for pupils and commitment to a safe, inclusive and inspiring learning environment.
- Passion for their subject and the ability to communicate its relevance and challenge.
- The potential to deliver engaging, rigorous lessons across the full age and ability range.
- Strong interpersonal and communication skills, fostering respectful, trusting relationships.
- The ability to create a purposeful and supportive climate for learning through good classroom management.
- Organisation, reliability and the ability to manage competing priorities.
- A reflective, growth-oriented approach, open to feedback and committed to continuous improvement.
- A collaborative mindset, contributing positively to departmental and whole school initiatives.
- Professional integrity, discretion and resilience in a busy boarding school environment.
- Smart and professional appearance.
- Cultural sensitivity and a global outlook, particularly in supporting international and EAL pupils.
- Commitment to inclusive teaching, effectively supporting SEND and high achieving pupils alike.
- A proactive approach to wellbeing, sustainability and ethical citizenship within the curriculum and wider school life.
- Willingness to contribute enthusiastically to the rhythms of seven-day boarding school life, including cocurricular and pastoral commitments.

Additional Information

The College reserves the right to amend the duties and responsibilities of this role to meet operational requirements. In exceptional circumstances, the post holder may be asked to undertake other duties of a similar nature to support workload peaks or staff shortages, taking into account their skills and capacity. Any changes will be communicated clearly and implemented fairly.

Wellington College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, an enhanced DBS check, and compliance with the College's Safeguarding and Child Protection Policy.

Employees must follow the College's Health and Safety Policy, taking reasonable care for their own safety and that of others. Staff are required to use equipment and personal protective items correctly, in line with training and instructions, and to comply with all relevant risk assessments. Any hazards or concerns should be reported promptly through the appropriate channels.