



WELLINGTON
COLLEGE
INTERNATIONAL SCHOOL
BANGKOK

Application for the Position of Head of Junior School at Wellington College Bangkok

for August 2026

Safer Recruitment

WCIB is fully committed to safeguarding and promoting the welfare of children, young people and adults. All applicants must be willing to undergo child protection screening, including checks with past employers, Disclosure and Barring Service, and/or ICPC checks.





A Note from the Master

I'm delighted that you are considering a move to WCIB. We are offering an extraordinary opportunity to lead what has quickly become one of the best Junior schools anywhere in the world.

Head of School is a very demanding job wherever you are, and I'm certainly not trying to make it easy at Wellington. It's a full-on role, and the successful candidate will have to convince us that they are ready, equipped and able to do it better than anyone else. That requires enormous commitment: you may (and should!) be attracted by Bangkok itself, and the beautiful country of Thailand, but please be aware that, during term time at any rate, you won't have much time to see them. This is not a go-home-at-2.30pm type of school.

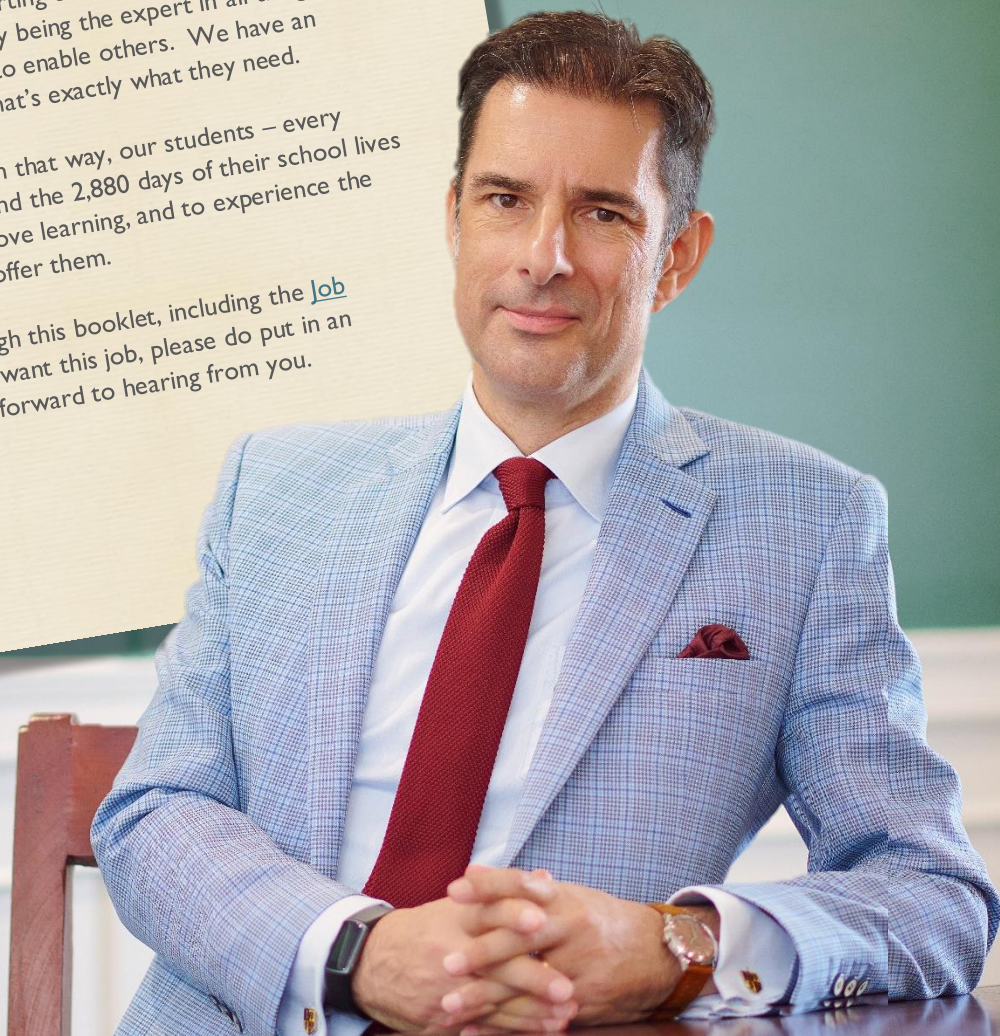
Leadership, as you know, is not really about getting what you want, or having control over people. The most control, minute by minute, I think I ever had in a school was when I was just a classroom teacher. Leading is really a process of supporting everyone else to do their jobs as well as they can. Not necessarily being the expert in all things, but creating, structuring, organising – to enable others. We have an exceptional staff body here, and that's exactly what they need.

Because our staff must flourish. In that way, our students – every individual one of them – can spend the 2,880 days of their school lives confident and happy to live, to love learning, and to experience the best any school could possibly offer them.

Please have a good look through this booklet, including the [job Description](#) at the end; if you want this job, please do put in an application. I very much look forward to hearing from you.

Good luck

Christopher Nicholls





What is Wellington?

Wellington College Bangkok opened in August 2018, currently has 1,100 students and will eventually accommodate 1,700+ girls and boys aged 2-18 years.

Our School is purpose-built on an expansive greenfield campus. The buildings, designed by world-class architects, are airy and modern yet retain echoes of the grandeur of the past. Our sports provision includes a full Olympic-size 50-metre pool, a large sports hall, a 400-metre track, two full-sized sports pitches, basketball and tennis courts, indoor and outdoor golf facilities. Our fully-equipped classrooms, Learning Studios, Reading Rooms, Harkness rooms, Faculty Salons, our extraordinary 600-seat Theatre, our stylish Copenhagen Café (named after the Duke of Wellington's favourite horse), our equally chic Café 1815, as well as the recreation areas – the green of the trees and the grass, the blue of the water – all play their part in making the experience of being at Wellington unique, exciting and, on top of that, fun.

Who are you?

You have:

- A good honours degree
- PGCE and/or QTS
- Professional leadership qualifications and/or evidence of ongoing training or study in the field of education.
- Experience of senior leadership in a British School, independent or state.
- Knowledge of British international schools.
- Outstanding knowledge, understanding and skills in education.
- Motivation; commitment; respect; willingness to work happily with people you don't always agree with; intellect; independent-mindedness; individuality; inspiration; reliability; tenacity; resilience; cultural sensitivity; calm; flexibility; and an ability to laugh at yourself.

In our first year of operation, we filled classes from Pre-Nursery to Year 6. In June 2026, our first Y13s (who were the first Y6s in 2018) will complete their education, having taken A-levels. Student numbers in the four-form-entry Junior School are very buoyant and, on the back of becoming the first school in the world to gain full COBIS Patron's Accreditation within the first year of operation, and subsequent full membership of FOBISIA and accreditation from CIS, the College is already recognised as one of the best international schools anywhere.

The Wellington College Education family of schools – in the UK, China, here in Thailand, and in India and shortly Indonesia – has a very strong reputation for the development of academic excellence, international-mindedness, leadership, responsibility, service to others, outstanding pastoral provision and an exceptionally rich programme of co-curricular activities.

Our values are those of Wellington College in Berkshire. It is a fundamental principle that every child can thrive when provided with outstanding, wide-ranging and open-ended opportunities to develop, explore and learn. Our students' individual responses to these opportunities, shepherded by some of the best teachers in the world and supported by our uniquely dedicated pastoral teams, can set them on the path to extraordinary academic achievement – which, at Wellington, routinely goes hand-in-hand with excellence in performing and visual arts, sport and service to others. This is what it means for the whole child to flourish.



Top: Wellington College in Berkshire, UK. Founded by Queen Victoria to honour the great Duke of Wellington, victor at the Battle of Waterloo in 1815; opened in 1859.

Middle: Wellington College Shanghai, the second Wellington in China, opened in 2015.

Bottom: Wellington College Pune, the first Wellington in India, opened in 2023



What is a Wellingtonian?

What we expect from our students we must access in ourselves.

Wellington staff must be:

Inspired

We want Wellingtonians to have been genuinely excited by everything they have done during their years with us. They will have developed a zest for life so that they go into the world ready and able, in turn, to inspire others.



Intellectual

Wellingtonians must move into the world able to think critically and to engage in deep learning. They will be able to study beyond the bounds of any curriculum, be inquisitive and ask questions of everything around them, and be imbued with a lifelong desire to keep learning.

Independent

Wellingtonians develop personal, cognitive, social and study skills that enable them to cope with the challenges of university and their lives beyond. They adapt, cope and thrive in an ever-changing world. This is reflected in our academic curriculum, our co-curricular programme, our commitment to the coaching philosophy, and our focus on character development and leadership.

Individual

The aim of a Wellington education is to allow students to develop themselves fully in every sense. The teaching, pastoral care, and focus on student wellbeing at the College values each student as a unique individual. The journey to individuality is also reflected in our broad curricular and co-curricular opportunities: all our students discover and develop fully their own talents, passions and interests: interested children become interesting adults.

Inclusive

Wellingtonians will leave the College not in a bubble of elitism, privilege and exclusivity, but with the moral values and social conscience to serve others and do good in life. This inclusivity includes a strong pride in coeducation, a commitment to active global citizenship and a service programme rooted in depth and honesty.





The Curriculum

WCIB offers the UK Early Years approach from Pre-Nursery to the end of Reception, followed, from Year 1, by the National Curriculum for England as a basis for all subjects. The school prepares students for IGCSEs in the Senior School and A-levels in the Sixth Form.

The taught curriculum is very important, and we take it very seriously. Our task is never to deliver the standard experience—the lesson that *everyone* gets—but to give our students the best every day. It's a challenge that not every teacher desires, but we only want those who *cannot wait* to follow this principle.

An extensive co-curricular programme of sport and other Enrichment activities balances and broadens the experience of our students. The highest quality of pastoral provision, and personal focus, is central to the Wellington philosophy; a thriving House structure and a purposeful Wellbeing programme are central features of all Wellington schools. Teachers are expected to take a full part in the daily life of the School, assisting or leading activities; monitoring and engaging actively with children during their Prep and other independent work time; contributing positively within their House and supporting our full programme of events.

Remuneration

The successful candidate will receive a competitive salary and package, including high-quality accommodation and medical insurance as well as places in the School for two children; further details can be discussed at interview.

Application for this Post

Candidates should follow application instruction in the TES. The sooner you apply the better: please don't wait till the deadline if you can help it!

Longlisted candidates will be interviewed via Teams; three will be shortlisted and invited to visit Bangkok for final interviews at the end of November. Please contact us if you would like further details.

References

We contact three referees for each shortlisted candidate; if you have a specific preference that we not contact someone immediately, please indicate this in your application.

Identification and Qualifications

Shortlisted candidates will be asked to show originals of all qualifications referenced in their applications, along with proof of identity. Qualifications will be further checked by phone and other means.



Wellington College International School Bangkok

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wellingtoncollege.ac.th

Job Description: Head of Junior School

Wellington College International School Bangkok is fully committed to safeguarding and promoting the welfare of children and young people.

The following list is not exhaustive but represents the main professional duties. This Job Description should be read and understood in conjunction with WCIB Teacher Job Descriptions, the WCIB Teacher Standards, the Staff Handbook and the teacher's contract.

Throughout this Job Description, 'Junior School' refers to Years 1-6. The Head of Junior School also line-manages the Head of Early Years, who oversees Pre-Nursery, Nursery and Reception. The Head of Junior School is line-managed by the Master.

This Job Description is not exhaustive; any other reasonable requirements or requests from the Master are expected to be carried out.

1. Purpose

- a. Ensure and oversee excellent, structured delivery of the curriculum and all co-curricular opportunities for the Junior School (Y1-6).
- b. Provide supportive Line Management for the Head of Early Years (Pre-Nursery, Nursery, Reception), ensuring appropriate coordination and balance between these two departments of the School.
- c. Ensure that the ethos, Identity and Values of the Wellington College family are fundamental to everything that happens in the School.
- d. Lead the Junior School staff: indirectly by example; and directly through meetings, presentations and other sessions, supporting and encouraging all members of the School to establish exemplary communication between teachers, students and parents.
- e. Ensure the maintenance at all times of a high level of creative, proactive and dedicated commitment from all Junior School staff.

2. General Responsibilities

- a. Be a member of the whole-School Senior Leadership Team.
- b. Provide dynamic, visionary and inspirational leadership and mentoring of the Junior School staff.
- c. Line-manage the Head of Early Years.
- d. Be responsible for the day-to-day management of teaching and learning in the Junior School, through delegated structures where appropriate.
- e. Take an active part in the life of the whole School and foster links within it for the benefit of students, parents and staff.
- f. Ensure that the personal, intellectual and developmental needs of every Junior School student are understood, met and monitored appropriately.
- g. Share in the delivery of the curriculum as necessary.

- h. Offer and develop a vision for the Junior School as part of the whole-School development plan.
- i. Represent the Junior School to parents, prospective parents and outside organisations.
- j. Ensure appropriate and outstanding integration between the Junior and Senior Schools, and between the Junior School and the Early Years.
- k. Set an excellent example of professional standards and leadership.

3. Key Responsibilities

a. Management and Administration

- i. Manage the budget of the Junior School efficiently and effectively and liaise with Finance, Purchasing and other administrative departments to this end.
- ii. Oversee and monitor the use of resources and the maintenance of equipment and materials in the Junior School.
- iii. Ensure that all Health and Safety and Safeguarding regulations in the Junior School are observed and regularly reviewed.
- iv. Be a member of the whole-School Health and Safety Committee.
- v. Draw up, run and update a School Development Plan (SDP) for the Junior School in line with the whole-school Development Plan.
- vi. Oversee the design and implementation of the whole Junior School curriculum, including excellent integrated systems to monitor and analyse student progress, achievement and attainment against and within it.
- vii. Ensure that all Junior School schemes of work, policies and procedures are updated and followed.
- viii. Attend Board-level meetings as requested or required, in a non-voting capacity.
- ix. Create, or directly manage the creation of, the Junior School timetable, ensuring its suitability in all respects, as well as its full integration into iSAMS, liaising and working positively and constructively with Senior School and Early Years as necessary.
- x. Provide supportive line management for the Head of Early Years, working for mutual agreement on key overlap questions between the schools and facilitating appropriate independence for the Early Years, within the context of the needs of the whole school.

b. Teaching and Learning

- i. Allocate teaching responsibilities appropriately and effectively.
- ii. Oversee, and ensure the excellence and value for money of, curricular, extended-curricular and extracurricular provision, including visits, trips and other off-campus activities.
- iii. Ensure that excellent standards of teaching and learning are maintained in all areas.
- iv. Ensure breadth, continuity and coherence of curriculum development.

- v. Liaise with the Early Years, Senior School and Wellington Extra (WEx) as necessary to agree on solutions where there are any overlapping requirements for teaching, other duties or facilities.
- vi. Ensure provision is made for the full range of every Junior School student's abilities and potential.
- vii. Ensure student assessment and tracking are accurate and ongoing, and that performance information is used effectively to inform planning and maximise students' progress, achievement and attainment.

c. Pastoral Care

- i. Ensure that the happiness, safety and wellbeing of every Junior School student is considered, addressed and maximised.
- ii. Ensure that all students in the Junior School develop a practical understanding and appreciation of the School Values.
- iii. Ensure that the behaviour expected of students is modelled by staff and understood clearly by students and their parents.
- iv. Communicate and liaise closely and frequently with parents; develop and model excellent professional relationships with them.
- v. Co-ordinate Junior School assemblies to reinforce the school's ethos and Values, promote a strong sense of belonging, identity and community, celebrate success and develop outstanding presentation skills in the students.
- vi. Attend meetings of the Pastoral Committee.
- vii. Liaise with the Head of the Senior School regarding Junior-Senior transition.

d. Staff

- i. Ensure that appropriate and serious consideration is given to the happiness, safety and wellbeing of staff and that, wherever possible, care is given, appropriate action taken, and support offered.
- ii. Lead, mentor and monitor the work of all Junior School staff.
- iii. Oversee the Induction and Probation processes for new staff, ensuring they are of the highest standard and meet all regulatory requirements.
- iv. Operate an excellent staff Performance Management process which rests on informed self-evaluation and is fundamentally supportive.
- v. Liaise with, and supply accurate information to, the Master on staffing needs.
- vi. Run the recruitment process for all Junior School staff
- vii. Oversee the Reporting process, ensure all student reports are of a high standard, are proofread effectively and error-free, and meet the needs of the parents.
- viii. Organise and chair, or delegate responsibility for, all necessary and regular meetings.

- ix. Ensure that appropriate cover work is set in the event of staff absence and that all classes are covered effectively.
- x. Oversee the construction and running of staff duty rotas.

e. **Parents**

- i. Build, develop and maintain excellent relationships with parents, individually and as groups.
- ii. Oversee and monitor all communication with parents and others, ensuring they are consistently of the highest standard.
- iii. Keep parents fully informed and respond to individual and general pastoral, academic, social and other issues in a timely, polite and effective manner.
- iv. Ensure that an appropriate, effective and efficient schedule of Parent-Teacher Meetings and Parent Information Sessions is created, calendared in good time, and run properly.

f. **Marketing and Admissions**

- i. Develop links with the wider community and with outside agencies, in support of the effective and proactive recruitment of students.
- ii. Meet prospective parents at any stage of the Admissions process.
- iii. Oversee an efficient, timely and excellent Admissions screening process focused on both recruitment of the right students and the positive experience of the applying family, regardless of outcome.
- iv. Assist in the planning and preparation of, and attend and contribute to, Open Days and other marketing-focused events.
- v. Contribute a section to the weekly school newsletter (or similar) and write other publicity materials, including official School social media entries, as required, liaising as appropriate and necessary with others.