KING'S COLLEGE SCHOOL
WIMBLEDON



HEAD OF MODERN FOREIGN LANGUAGES



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 seeking to appoint an enthusiastic and inspirational head of modern foreign languages (MFL) from September 2027.

This is an exciting opportunity to lead our thriving MFL department, which offers a rich and diverse languages curriculum. The head of MFL directly line manages all MFL teachers. Six languages are currently taught within the school: Chinese, French, German, Italian, Russian and Spanish.

The head of MFL is ably supported in their work by the deputy head of MFL, heads of Chinese, French, German, Italian and Spanish, the Russian coordinator and the MFL exams coordinator.

The successful candidate will teach highly motivated pupils across a range of year groups from year 7 up to the sixth form, playing a key role in shaping teaching and learning within our warm, ambitious and dynamic community.

As well as teaching lessons in their specialist subject area(s), the successful candidate will be expected to make a meaningful contribution to the broader life of the school, including as a pastoral tutor and within the school's wide-ranging co-curricular programme.

Key responsibilities include:

Strategic direction & leadership

- taking forward the strategic vision and development plan for the MFL department in line with whole school aims
- actively promoting the study of languages across the school community, fostering enthusiasm for languages and encouraging pupils to continue with their study of languages
- supporting and promoting the school's strategies at the departmental level, including those relating to academic enrichment, continued professional development, teaching and learning and digital strategy
- leading by example, as a leader and ambassador for MFL within and beyond the school
- contributing to whole school evolution and developments, including as a member of Academic Policy Committee

Curriculum & quality assurance

- working closely with the heads of individual languages, ensuring that:
  - the MFL curricula align with the school's strategic vision



THE ROLE (continued)

- schemes of work, departmental resources, day to day lessons and broader departmental activities are high quality, satisfy the requirements of awarding organisation specifications, and provide an exciting and engaging pupil experience
- departmental marking, feedback and assessment procedures help pupils achieve their potential in MFL
- the progress of cohorts and pupils in MFL is effectively tracked and monitored, with targeted support and interventions implemented to ensure all pupils achieve their potential

- undertaking ongoing evaluation and quality assurance of the department's activities through lesson observations, work scrutiny and pupil voice, and taking action to further improve teaching and learning outcomes and the pupil experience

Assessment & examinations

- sustaining excellent (I)GCSE, A level and IB results
- creating exam entries and predictions and, with the support of relevant colleagues, coordinating arrangements for MFL internal assessments and examinations, including (I)GCSE, A level and IB mock examinations, and overseeing the arrangements for oral examinations
- supporting the deputy head of MFL with arrangements relating to native speaker examinations
- analysing examination data and using this to review schemes of work and curriculum delivery, and further improve the work of the department

Supporting staff

- fostering a supportive, inclusive, empowering and enabling environment
- acting as line manager for departmental teaching colleagues, providing personal and professional support and guidance to enable each colleague to teach excellent lessons, fulfil their potential, enjoy their work and gain familiarity with examination systems
- leading and supporting CPD for departmental staff, including courses run as part of the Sapienter Develop programme
- leading the annual departmental review process, and supporting the school's teacher review systems
- appointing, inducting and mentoring new colleagues in line with relevant standards and the school's probationary processes

Enrichment & pupil experience

- working closely with the deputy head of MFL and heads of individual languages:
  - coordinating an exciting programme of subject-specific academic enrichment beyond timetabled lessons, including clubs and societies, talks and lectures, and trips and educational visits
  - supporting the delivery of the King's Essay and Extended Essay programme



THE ROLE (continued)

- assisting pupils with their higher education applications, including writing references and coordinating mock interviews and extension classes for pupils interested in studying languages at university
- undertaking pupil voice from time to time
- acting as the point of liaison with learning enrichment to ensure the needs of all pupils studying MFL are supported and met

Admissions, events & other

- acting as the main contact point for parent liaison with respect to curriculum
- representing the department throughout the school and beyond, including at open days/evenings and subject choice events
- discussing teaching allocations with the director of studies, and helping to construct a departmental timetable
- managing the department's use of resources, including allocation of teaching rooms on an annual basis, promoting use of the school library and overseeing the departmental budget, ensuring the most effective use of school resources
- attending relevant Trinity Group, Eton Group and HMC Cluster meetings, feeding back on best practice as appropriate
- developing relationships with external organisations, such as our international and partnership schools and higher education institutions
- supporting school admissions processes, including preparing subject-specific materials for 16+ interviews and 13+ scholarship papers and speaking examinations
- undertaking any other reasonable task as requested by the senior team and/or your line manager



THE PERSON

The post will suit someone who:

- is, or aspires to be, a strong, dynamic and inspirational middle leader
- is a strong linguist and teacher, with a personal commitment to ongoing professional development
- is eager to share in the joy of learning inside and outside the classroom, and is committed to academic excellence
- wishes to actively promote the school's ethos and values, including curiosity, academic excellence and enrichment, among the pupil body
- has the highest aspirations for both pupils and staff
- is capable of acting as an inspiring leader of the MFL department, and creating an enabling supportive environment for staff to flourish
- will maintain a sharp and efficient grasp of syllabus requirements and curriculum development
- will help the team to lead every pupil through their studies
- will be committed to leading, developing and supporting departmental staff, both in relation to their teaching and broader contributions to school life
- communicates well with the ability to inspire others
- is able to lead and work as part of a team, with excellent communication skills
- is able to prioritise and manage their time effectively, and demonstrate resilience
- can think flexibly, and possesses excellent skills of organisation and problem solving
- promotes a culture of equality, diversity and inclusion among pupils and departmental colleagues so everyone feels they fully belong
- has strong pastoral instincts and a commitment to excellent pastoral care and safeguarding for all pupils
- has a desire to contribute to the school's thriving co-curricular programme

The following would be advantageous:

- prior experience of middle leadership



HOW TO APPLY

Closing date: Monday 9th November 2026 at 9am

Interview date to be confirmed

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 cover 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.

The interview process is expected to include some or all of the following activities:

- one or more interviews
- teaching an observed lesson (details will be provided prior to interview; preparation work will be required in advance)
- a written task
- a school tour
- an opportunity to meet members of the department

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



THE MFL DEPARTMENT

The modern foreign languages department is lively, dynamic and ambitious. Six languages are taught: Chinese, French, German, Italian, Russian and Spanish. Lower school pupils take French and are also exposed to other languages through clubs and occasional language carousels. In the fourth form (year 9), all pupils continue with French as their first language and choose between Chinese, German, and Spanish as a second language.

The IGCSE in French is compulsory and most pupils sit it in the lower fifth (year 10). Many pupils continue with their second language, taking (I)GCSE in the upper fifth. Following early entry French IGCSE, pupils opt for a continuation French course, a one-year non-examined Italian course or a one-year intensive GCSE course in Italian or Russian. (A small number take a course in computer programming.) All (I)GCSEs are Edexcel apart from Chinese (AQA).

Modern languages are popular in the sixth form, with around 25% of students opting for one or more of the following: A levels (AQA) in French, German and Spanish and IBDP in Chinese (ab initio), French, German and Spanish. A pleasing number of students go on to study languages at highly regarded universities, including regular Oxbridge successes. The department is centred around a friendly staff base, currently comprising eighteen highly qualified teachers, the majority of whom teach two of the six languages taught at King's. Each year we appoint native speakers of German, Spanish and French as language assistants. We also have Italian, Russian and Chinese assistants. Most members of the department have their own teaching room, equipped with a projector, to which they can connect their King's-issued Surface device. Audio-visual resources are digitised and can be accessed directly from SharePoint.

Teaching in the department is lively, innovative and rigorous. Pupils are urged to think for themselves and to aim for the highest levels of fluency and accuracy at all levels, whilst also keeping abreast of events and developments in target-language countries. Our approach is unashamedly academic throughout and we insist on all pupils acquiring a secure grounding in grammar, though this is not at the expense of communication in the target language. The success of our approach is reflected in our excellent examination results. Last year, 55% of all A level French, German and Spanish grades were A*, with 85% A*/A. At IB, 81% of higher level MFL grades were level 7, with 100% 7/6. At (I)GCSE, over 80% of all MFL grades were grade 9, with 97% 9/8.

We run a broad range of subject-related enrichment activities, including lunchtime clubs, a flourishing Modern Languages Society (Lingua Franca) and many local and overseas trips and exchanges. We have also enjoyed success in inter-school language debating competitions, French and Hispanic Theatre Festivals and the UK Linguistics Olympiad, as well as national translation, poetry, essay and fiction competitions.



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.



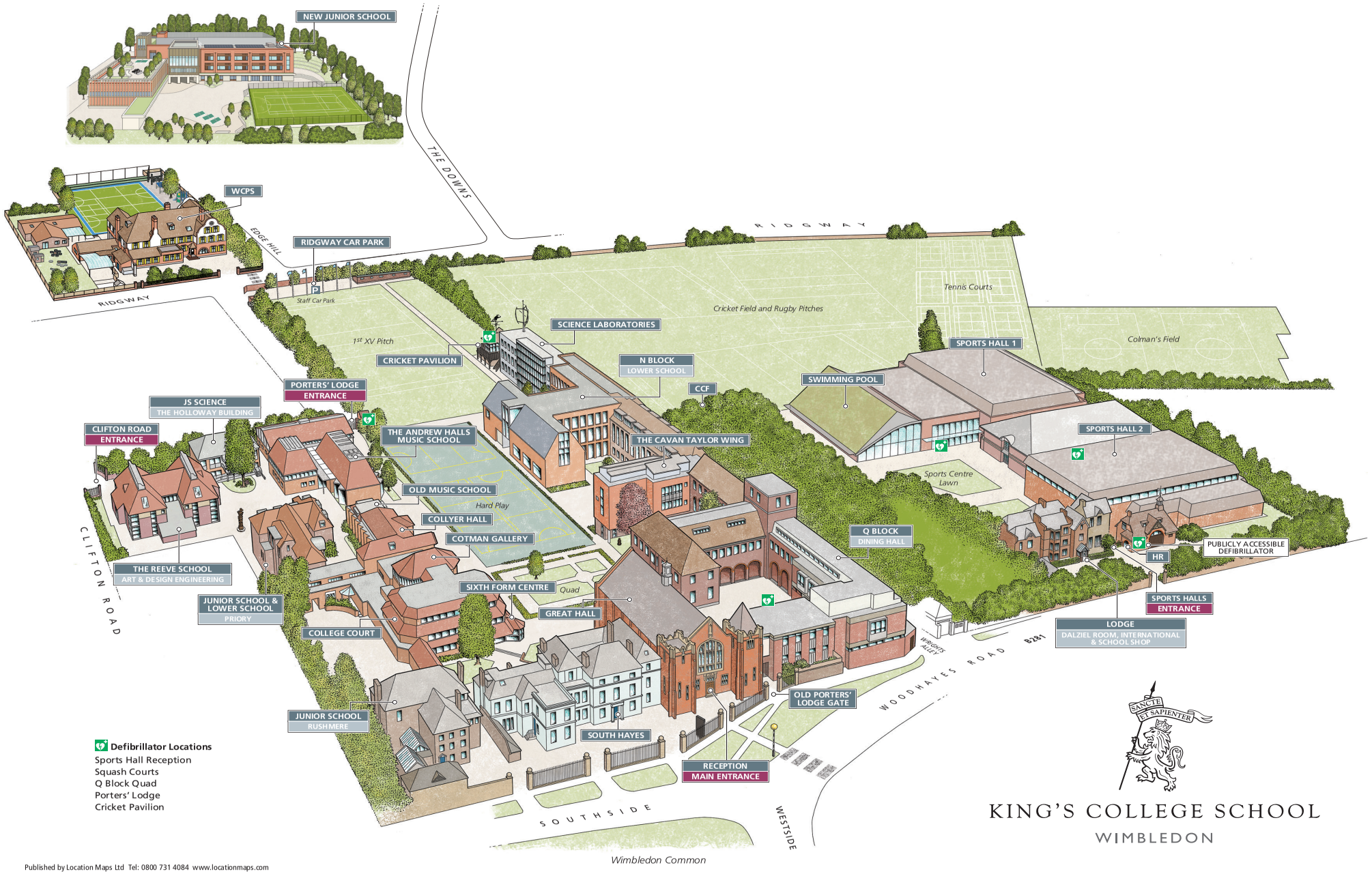
LIVING AND WORKING IN WIMBLEDON

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 Ashtead are popular choices.



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