



KING'S COLLEGE SCHOOL
WIMBLEDON



ASSISTANT HEAD (Academic)



WELCOME TO KING'S COLLEGE JUNIOR SCHOOL

Thank you for your interest in joining our school community.

King's is one of the world's leading independent schools, originally founded as the junior department of King's College London, with a forward-looking approach to education for pupils aged 7 to 18.

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.

We believe in offering each of our pupils an outstanding educational experience, with education in Mind, Spirit and Heart, and the best possible preparation for their lives beyond school.

In Mind, we aim for each of our pupils to enjoy an exhilarating adventure of learning within a culture of intellectual curiosity, courage and creativity. Academic outcomes 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, and we were delighted to be the highest placed independent co-educational day school and Independent International Baccalaureate School of the Year in The Sunday Times Parent Power 2025.

In Spirit, we celebrate our shared values of kindness, respect and support, and encourage everyone in our community to make a positive contribution to the world around them.

In Heart, we encourage pupils to pursue their own individual passions with determination and courage and the heart of our lion.

King's comprises the junior school for pupils aged 7-11 and the senior school for pupils aged 11-18. Leaders work

closely across the junior and senior schools in line with our overarching strategic vision to deliver the best possible experience whilst pupils are with us and to prepare them for the world beyond school.

The next few years represent a particularly exciting time for the junior school at King's as we embark upon the next chapter of the school's development and prepare to enter our third century in 2029.

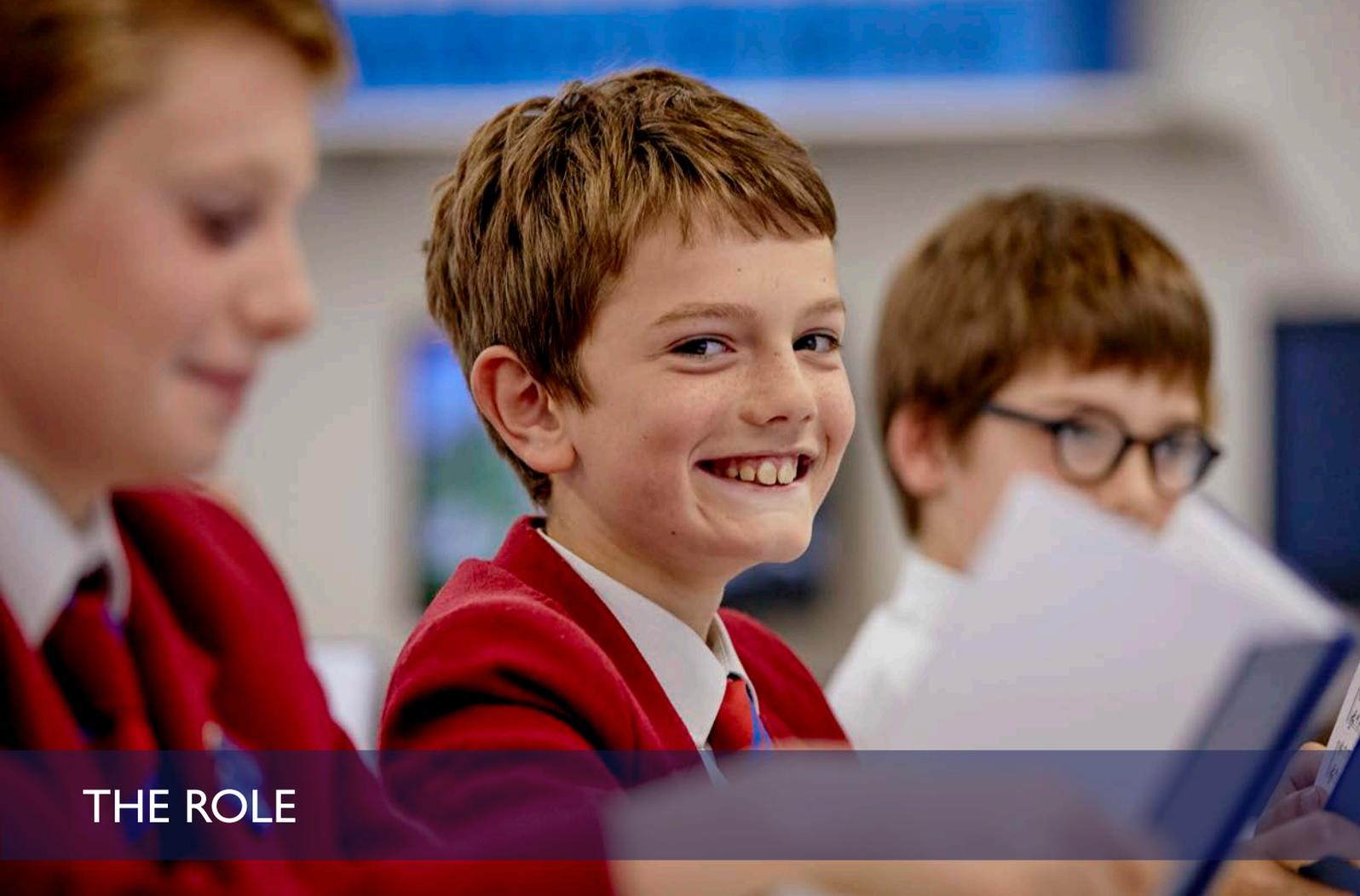
A brand new, world-class campus for junior school pupils is being created at The Downs, a short walk from the main King's campus which lies opposite 1,140 acres of countryside offered by Wimbledon and Putney Commons. Our new junior school will provide outstanding, modern facilities for the education of pupils aged 7 to 11, designed to fully reflect the King's educational ethos.

We are also delighted to be extending co-education throughout King's over next decade so that any young person will have the opportunity to flourish here. The first fully co-educational cohort will be admitted to the junior school at year 3 from September 2029.

As part of these strategic developments, we are reviewing and developing our educational provision to ensure a world-class junior school experience for girls and boys.

The assistant head (academic) is a key leadership position within the junior school, and will play a crucial role in these developments and have the opportunity to shape the intellectual development of the next generation of junior school pupils.

We hope you consider joining us for this adventure.



THE ROLE

We are excited to invite applications for the role of junior school assistant head (academic) from September 2026.

This role focuses on facilitating an outstanding learning environment within the junior school and ensuring that the academic life of the school operates smoothly and effectively. The postholder will support excellent academic and intellectual development: so that the classroom experience is inspiring, engaging and intellectually stimulating, scholarship and love of learning are deeply embedded in school life, programmes of study offer a progressive and enriching pupil experience, responsive to individual needs; and all junior school pupils make excellent progress and fulfil their personal potential.

The junior school assistant head (academic) is a member of the junior school senior management team, working closely to support the junior school headmaster in the leadership and development of the junior school.

They will develop and implement an academic strategy and vision which embraces our whole school strategic focus on preparing King's pupils for the evolving world beyond school and maximises the educational potential of our new world-class junior school campus which will combine learning environments for Rushmere (years 3-4) and Priory (years 5-6) for the first time.

They will also play a key role in leading the educational

preparation for co-education as we prepare to welcome girls into the junior school for the first time from September 2029.

This post works closely with the deputy head (education and teaching development) and the deputy head (director of studies) in the senior school to ensure an enriching and coherent intellectual journey for pupils from age 7 to age 18, in line with our whole school educational vision.

Curriculum and academic strategy

- Working closely with the headmaster and senior school deputy heads, set the direction for the junior school's academic strategy and vision
- Oversee curriculum development to ensure that the junior school academic curriculum gives pupils access to a broad and enriching education, and prepares pupils for the evolving world beyond school
- Lead the educational preparation for co-education as we prepare to welcome girls into the junior school for the first time from September 2029
- Maintain an up to date understanding of academic research, educational developments and practice in the sector; to ensure that King's continues to offer the best possible junior school academic provision
- Work closely with heads of departments to ensure the effective implementation of the curriculum



THE ROLE (continued)

Teaching and learning

- Liaising with the senior school, establish, lead and deliver the junior school's teaching and learning vision, including digital, ensuring that the standard of teaching and learning is consistently excellent, that excellent pupil progress is made, and that the classroom experience for pupils is an inspiring and engaging one
- Create, oversee and further develop a junior school culture of academic ambition and challenge, ensuring that lessons and enrichment activities consistently challenge our highly able pupil body, and are suited to their needs
- Develop and lead staff INSET focused on teaching and learning
- Inform SMT and the junior school community about pedagogical and other developments in the education sector; and develop creative ways to disseminate best teaching practice (e.g. via bulletins)
- Lead the teaching and learning committee, as a collaborative and discursive forum for the development of the academic life of the school, and promote a developmental learning culture among staff in relation to pedagogy
- Oversee the learning enrichment in the junior school, ensuring that this offers the best possible support and provision for pupils with individual learning needs, through a programme of support activities, and that an excellent programme of education and training for staff in this area enables

them to offer excellent individual support for pupils

- Oversee the work of the library, ensuring this supports the junior school's academic strategy and curriculum
- Ensure classroom learning environments promote pupil engagement, overseeing the updating of displays and playing a key role in this aspect of the development of the new junior school campus

Assessment and academic data

- Lead, in conjunction with other colleagues in the junior school:
 - the monitoring of junior school pupil progress, collecting and analysing pupil performance data, ensuring this is made available in a user friendly and accessible format, and offers pupils, parents and staff, timely and helpful feedback to inform pupils' progress
 - the analysis of school data by cohort, so that the school has an understanding of the strength and potential performance trajectory of its cohorts over time, and an understanding of the pupil attainment and progress by groups of pupils (e.g. male/female, SEND, EAL, more able, by EDI metrics, young carers) to inform wider school developments
- Ensure all pupils are achieving in line with their own personal potential, systems of pupil reflection are working effectively, and that intervention and support plans are in place for pupils who are academic causes for concern



THE ROLE (continued)

- Arrange and lead all internal assessments, including the production, collation and dissemination of revision materials

Academic enrichment

- Spearhead the further development of intellectual ambition and academic scholarship in the junior school, ensuring that the academic experience at King's is an intellectually enriching one for all junior school pupils from year 3 upwards

Quality assurance of academic provision

- Oversee quality assurance of academic provision in the junior school, including through learning walks and lesson observations, to ensure that the quality of teaching and learning is consistently excellent, and to share best practice in this area
- Drawing on the expertise of other staff as required, work with individual staff who need additional support as needed
- Oversee the role of pupil voice as a quality assurance mechanism in the junior school and to contribute to staff and teaching developments

- Ensure junior school departmental handbooks and schemes of work are up to date and on the parent portal as appropriate
- Ensure that the school fulfils its regulatory obligations and ISI expectations in relevant areas
- Represent the junior school at the governor education committee

Other duties of SMT members

- Uphold the school's ethos and values
- Attend, on a rota, events such as fixtures, plays and concerts
- Assist with the admissions process, interviewing prospective pupils as required
- Assist with review processes, conducting learning walks and review meetings as required
- Update relevant policies as required
- Help with the proofreading of reports
- Attend most assemblies, leading some 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 senior reviews as required



THE ROLE (continued)

- Oversee the junior school's operational plans in areas covered by the role
- Teach a reduced timetable

Line management

- Heads of department
- Junior school SENDCo
- Junior school librarian

This job description is indicative, and the post-holder will be expected to undertake any other reasonable task requested by the junior school headmaster or senior staff in the senior school.

Person Specification

- has a clear vision for a first-rate, modern, skills-based curriculum for a co-educational junior school, in line with the school ethos
- is committed to academic excellence and eager to share in the joy of learning inside and outside the classroom
- is an outstanding teacher, with an ability to contribute to the wider life of the school
- is a dynamic and inspirational leader who is able to lead and manage colleagues
- communicates effectively, with experience of change management at a whole-school level
- is able work to as part of a team, forging excellent working relationships with a wide range of stakeholders
- has strong pastoral instincts and seek to promote the school's values among the pupil body
- is analytical, with experience of utilising data to optimise pupil outcomes
- is able to prioritise and manage time effectively, demonstrating resilience and flexibility



HOW TO APPLY

Closing date: Monday 26th January 2026 at 9am

Interviews: week commencing 2nd February 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



“On my very first day at King’s College Junior School, I was overwhelmed by the warmth and welcome from my colleagues and the the boys. Three years on, I still can’t believe how lucky I am to work in such a supportive and caring environment. This is a truly happy school with a fantastic Common Room and pupils that are motivated, fun, interested and interesting.”

- Ms Montgomery-Massingberd
Head of Modern Foreign Languages

“King’s College Junior School not only provides a strong platform for the students who study there, but also for the staff who teach there. Since arriving at the school, I have been so impressed with the support and guidance provided by members of staff, helping to shape and develop your career. Currently a PE teacher and heading up the rugby in the junior school, I have been given the opportunity to run a pupil exchange to Japan whilst having the support to carry out my own career professional development. There is never a dull moment at the King’s, the children are delightful and the junior school common room are a pleasure to work with.”

- Mr Cheers
Head of PE and Games



“Having joined King’s College School in September, I cannot believe how quickly I’ve settled in. The school’s supportive community ensures I never feel overwhelmed, allowing me to focus fully on providing the excellence in education it is renowned for. The pupils’ eagerness and enthusiasm are truly inspiring, and it’s a privilege to collaborate with a superb team of passionate and dedicated professionals. The exceptional facilities provide countless opportunities to design engaging, hands-on learning experiences that bring lessons to life. I feel truly fortunate to be part of this outstanding school.”

- Mr Underwood
Rushmere Teacher

I started working at King’s in September as a first year ECT and I couldn’t think of a better place to start my teaching career. Right from the beginning, the staff room has been a very friendly and encouraging environment to work in. I have been given a large amount of support through the ECT programme, as well as the range of professional development opportunities that are on offer. Both inside and outside the classroom, the pupils have a strong willingness to learn which makes teaching at King’s exciting and different each day.

- Georgina Boyd-Moss
Teacher of Geography with Games



“When I joined King’s, I was immediately impressed with how inquisitive and interested the pupils were and to this day, that has not changed. There is so much scope for learning and the balance of academic, sporting, musical and co-curricular activities contribute to this incredible atmosphere. The grounds, the staff and the support on offer guarantee that the pupils work in a safe and caring environment and ensure that they thrive and make the most of the opportunities on offer. I have been here for over twenty years and every day is new and exciting – it is a wonderful place to work.”

- Jason Hipkiss
Assistant Head of the Junior School



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
- social media 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.



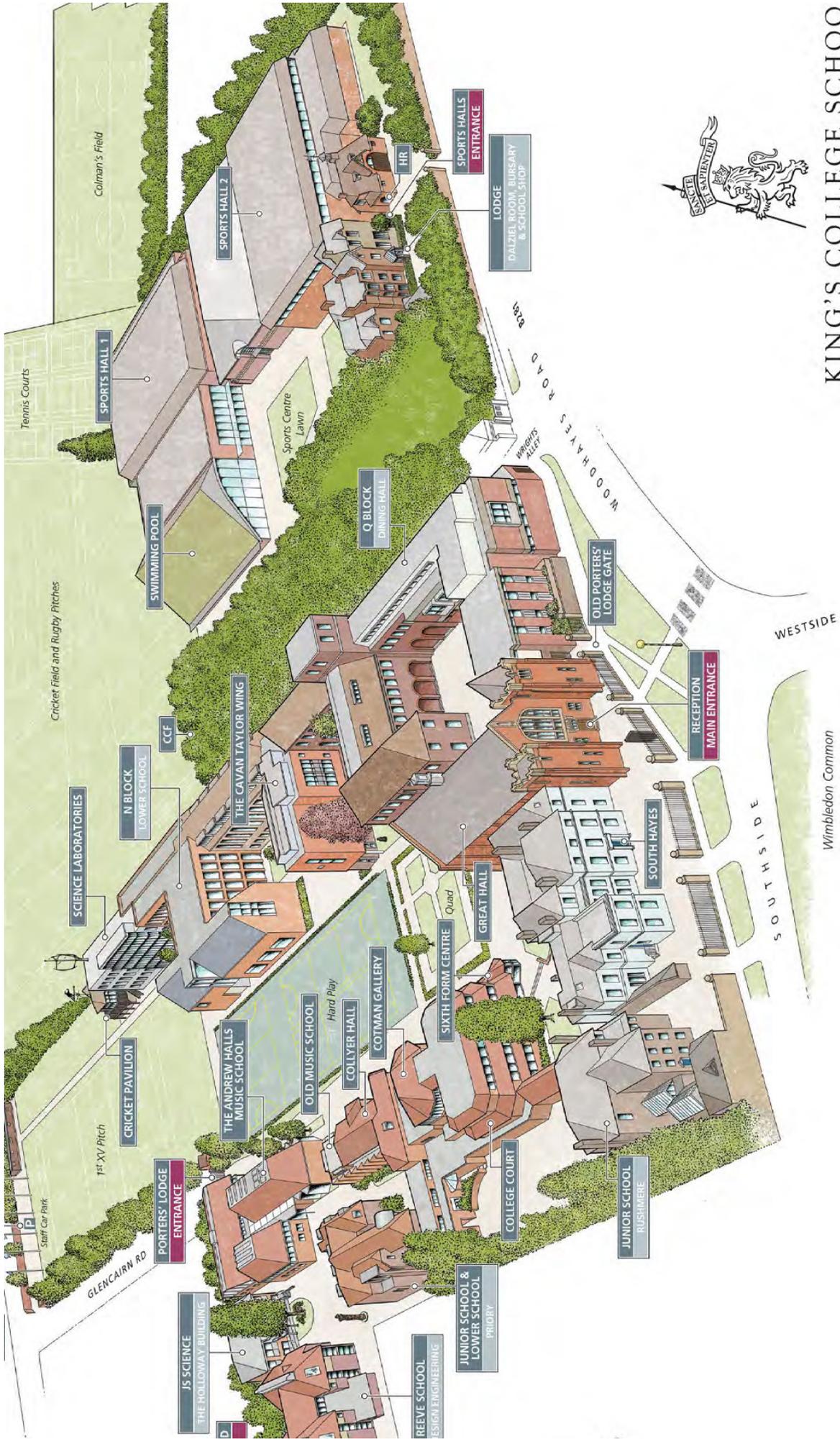
LIVING AND WORKING IN WIMBLEDON

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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