



## WELLINGTON COLLEGE

INTERNATIONAL SCHOOL BANGKOK

# Application for the position of Head of Senior School at Wellington College Bangkok

For August 2024 or possibly later

Application is encouraged from outstanding, experienced, visionary, highly-motivated and inspired UK-trained heads of school who would like to lead the Senior School team at this very exciting 2-18 school in Bangkok, a South-East Asian hub of excellence in British international education.



**Wellington College Bangkok opened in August 2018 and will grow to accommodate 1,600 girls and boys aged 2-18 years. The school's facilities are world-class: the design and appearance are modern yet combine distinctive features of Wellington College, Berkshire and elements of Thai culture. The buildings are set amidst a large, beautiful, green campus in Krungthep Kreetha, an area midway between Bangkok city and Bangkok International Airport, right next to the expansive greens and fairways of the Unico Grande Golf Course.**

In our first year of operation, we opened classes from Pre-Nursery to Year 6. In August 2024, the Lower Sixth opens. Student numbers are very buoyant and, after becoming the first school in the world to gain full COBIS Patron's Accreditation within its first year of operation, and subsequent full membership of FOBISIA and CIS, the College is already recognised as one of the best international schools anywhere. Dr Jim Panton, our first Head of Senior School, has done an excellent job creating the School's ethos and character. As he returns to the UK, it is time for another brilliant Head of Senior School to take us through our next stage of development.





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### The School

Wellington College Bangkok's mission is to deliver the most exceptional international education in Thailand—and across the region. We are proud and thrilled to be able to provide a significant piece in the jigsaw of Bangkok's growing prominence as a Southeast Asian hub, and we are delighted to welcome families of all nationalities.

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 facilities include a full Olympic-size 50-metre pool, a huge sports hall, a 400-metre track, sports pitches, covered basketball and tennis courts, a computerised Golf training room. Our fully-equipped specialist areas, Harkness rooms, our extraordinary 600-seat Theatre, our stylish cafés, the extraordinary Skylight Building, 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*.

The global family of Wellington Colleges—in the UK, China, India and here in Thailand—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 grow from those of our close partner school, the world-renowned 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.







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### A Note from the Master

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

The Head of Senior School we select will need to be visionary, resourceful, creative, resilient, and strongly motivated. The chance to really build the character and identity of a school such as this is not one many leaders ever get—and a lot don't want the hassle, either. This post requires enormous commitment: the Leadership Team cannot fully support everyone in school unless we are rock-solid in our determination to get the best possible job done and never to shy away from excellence.

I'm looking for many qualities in applicants. Excellent classroom skills, thoughtful professionalism, keen intelligence, phlegmatic unflappability, unwavering passion—these are the obvious ones. I want to see *awe* as well. It seems to me that, to be able to open the eyes and minds of students, and teachers, we all need to be pretty much constantly amazed, enthralled and astounded by the complete extraordinariness of the world and everything we're teaching. If we aren't awed, it's less likely that our students will be—and they *should* be. Students of every age should be reflecting, at the end of every day, on something motivatingly astonishing.

I should say again that this post is not for everyone. We will open our first Year 12 class in August 2024, and the Senior School is still very young. The downside of this is obvious—it's simply not yet the finished article—but the reward, for the right person, will be considerable: this will really become *your* school!

Good luck

**Christopher Nicholls**  
**Master, Wellington College**  
**Bangkok**





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# The Wellington Identity

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. This is the core pillar of the Wellington Identity.

### 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 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 internationalism and a service programme rooted in depth and honesty.







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### The Curriculum

WCIB offers the EYFS 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 the IGCSE 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 sports 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.





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# The Post: Head of Senior School

Wellington College 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 the WCIB Teacher Standards, the Staff Handbook and the teacher's contract.

### 1 Purpose

- 1.1 Ensure and oversee delivery of the whole Senior School curriculum
- 1.2 Ensure that the ethos, Identity and Values of the Wellington College family are fundamental to everything that happens in the School
- 1.3 Lead the Senior School staff, both indirectly by example and directly through meetings, presentations and other sessions, supporting and encouraging all to establish smooth flow of communication around the teacher-student-parents triangle
- 1.4 Ensure the maintenance at all times of a high level of creative, proactive and dedicated commitment throughout the Senior School

### 2 General Responsibilities

- 2.1 Be a member of the whole-School Senior Leadership Team
- 2.2 Provide dynamic, visionary and inspirational leadership and support of the Senior School staff
- 2.3 Be responsible for the day-to-day management of teaching and learning in the Senior School, through delegated structures where appropriate
- 2.4 Take an active part in the life of the whole School and foster links within it for the benefit of students, parents and staff
- 2.5 Ensure that the personal, intellectual and developmental needs of every Senior School child are fully met, and monitored appropriately
- 2.6 Share in the delivery of the curriculum as necessary
- 2.7 Offer and develop a vision for the Senior School as part of the whole-School development plan.
- 2.8 Represent the Senior School to parents and prospective parents
- 2.9 Ensure appropriate and outstanding integration between the Senior and Junior Schools
- 2.10 Set an excellent example of professional standards and leadership
- 2.11 This Job Description is not exhaustive; any other reasonable requirements or requests from the Master are expected to be carried out

### 3 Key Responsibilities

#### 3.1 Management and Administration

- 3.1.1 Manage the budget of the Senior School efficiently and effectively
- 3.1.2 Oversee and monitor the use of resources and the maintenance of equipment and materials
- 3.1.3 Ensure that Health and Safety and Safeguarding regulations in the Senior School are observed and regularly reviewed



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3.1.4 Be a member of the school Health and Safety Committee

3.1.5 Draw up, run and update a Development Plan (SDP) for the Senior School, in line with the whole-school development plans

3.1.6 Oversee the design, full documentation and rigorous implementation of the whole curriculum; and student progress, achievement and attainment against and within the curriculum

3.1.7 Ensure that all external examinations, and the systems that support them, are run correctly, effectively and efficiently

3.1.7 Ensure that all schemes of work, policies and procedures are in place, accessible, updated and followed

3.1.9 Attend Board-level meetings as requested or required, as a non-voting attendee

3.1.10 Create, or directly manage the creation of, the Senior School timetable, ensuring its suitability in all respects

### **3.2 Teaching and Learning**

3.2.1 Allocate teaching responsibilities appropriately and effectively, according to the school's protocol

3.2.2 Oversee, and ensure the excellence of, curricular, extended-curricular and extracurricular provision, including visits, trips and other off-campus activities

3.2.3 Ensure excellent standards of teaching and learning in all areas

3.2.4 Ensure breadth, continuity and coherence of curriculum development

3.2.5 Liaise with the Junior School as necessary on overlap teaching and mentoring

3.2.6 Ensure provision is made for the full range of student abilities and aptitudes

3.2.7 Ensure student assessment and tracking are accurate and ongoing, and performance information is used effectively to inform planning and maximise students' progress, achievement and attainment

### **3.3 Pastoral Care**

3.3.1 Ensure that all students in the Senior School share a practical understanding, and appreciation, of the School Values and Identity and that, as a consequence, the happiness, safety and wellbeing of every member of the School is considered, addressed and maximised

3.3.2 Ensure that the behaviour expected of students is modelled by staff and understood clearly by students

3.3.3 Communicate and liaise closely and frequently with parents, and develop excellent professional relationships

3.3.4 Oversee the operation of the Houses, ensuring that they all provide outstanding all-round care and are both suitably individual and appropriately consistent

3.3.5 Co-ordinate Senior School assemblies to reinforce the school's ethos and Values, promote a strong sense of identity and community, and celebrate success

3.3.6 Attend meetings of the Pastoral Committee

3.3.7 Liaise with the Head of the Junior School regarding Junior-Senior transition





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### 3.4 Staff

3.4.1 Lead, support, and monitor the work of all Senior School staff

3.4.2 Oversee a rigorous induction process for new staff, ensuring it is of the highest standard and that it meets or exceeds all regulatory requirements

3.4.3 Operate an excellent staff Performance Management process

3.4.4 Liaise with, and supply accurate information to, the Master on staffing needs

3.4.5 Run the recruitment process for all Senior School staff

3.4.6 Oversee the Reporting process, ensure all student reports are of a high standard, and are proofread effectively

3.4.7 Organise and chair or oversee all necessary and regular Senior School meetings

3.4.8 Ensure that appropriate cover work is set in the event of staff absence and that all classes are covered effectively

3.4.9 Oversee the construction and running of staff duty rotas

3.4.10 Ensure that appropriate and serious consideration is given to the happiness, safety and wellbeing of staff and that, where possible, appropriate action is taken, and support given

### 3.5 Parents

3.5.1 Build, develop and maintain excellent relationships with parents

3.5.2 Oversee and monitor all communication with parents and others

3.5.3 Keep parents fully informed and respond to individual and general pastoral, academic, social and other issues in a timely, polite and effective manner

3.5.4 Ensure that an appropriate, effective and efficient schedule of Parents' Evenings and Parent Information Sessions is created, calendared in good time and run properly

### 3.6 Marketing

3.6.1 Develop links with the wider community and with outside agencies, in support of the effective and proactive recruitment of students

3.6.2 Meet prospective parents as part of the initial Admissions process

3.6.3 Assist in the planning and preparation of, and attend and contribute to, Open Days and other marketing-focused events

3.6.4 Contribute to the weekly school newsletter, and write other publicity materials, including official School social media entries, as required, liaising as appropriate and necessary with others

Note: this job description is subject to annual review and—furthermore—is open for immediate constructive discussion with the successful candidate.







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### The Person

Successful candidates will already be in a senior leadership position, have a good honours degree plus PGCE and/or QTS and may have further professional leadership qualifications. Evidence of ongoing training or study in the field of education is highly desirable.

Experience of teaching and leading in an excellent British

School—independent, state, or international—is necessary, and knowledge of British international schools an advantage. Being an excellent teacher is essential. We expect all our staff to be motivated, committed, respectful, inclusive, intellectual, independent, individual, inspired, reliable, tenacious, culturally aware and sensitive, calm, flexible and able to laugh at themselves. The Head of Senior School must model all these characteristics impeccably.



### Remuneration

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





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### Application for this Post

Please follow application instructions from the TES. The deadline for application is Sunday, 4th February 2024, but please don't wait till the last minute: initial interviewing (via Teams or Zoom) will begin as soon as we find the first excellent candidate.

We will shortlist three or four candidates, who will be invited to Bangkok for a final interview process on Friday, 9th February. Please contact us if you would like further details.

### References

We contact all the referees of all shortlisted candidates; if you have a specific preference that we not contact someone immediately, please indicate this clearly 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 may be further checked by phone or other means.

### 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 and Disclosure and Barring Service checks.



Wellington College International  
School Bangkok  
18, Krungthep Kreetha Road  
Saphan Sung District  
Bangkok 10240

[wellingtoncollege.ac.th](http://wellingtoncollege.ac.th)