



Director of Sixth Form

Candidate Brief



Spring 2026



The King Alfred School

For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and informed by research. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has 715 students, from age 4 to 18. Most children will join at

The King Alfred School continued

Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS students does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], we perceive ourselves as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/student ratio enables our committed and professional staff to provide a rich variety of activities. Alongside preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways beyond school, and by the fact that students invariably end up doing something worthwhile, interesting and authentic.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master's degrees, engage in action research projects, and connect with education professionals in this country and abroad.

The school is owned by and operated through the King Alfred School Society [KASS] members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is composed of parents and ex-parents [some of them ex-students]. Like any board of governors, Council is legally responsible for educational policy, financial management and the strategic development of the school. In practical terms, Council delegates the running of the School to the Head, and oversees this work through its committee structure. Maintaining the School ethos remains an important part of Council's responsibilities.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and there is an exciting building programme for the next five to ten years.

Curriculum Principles:

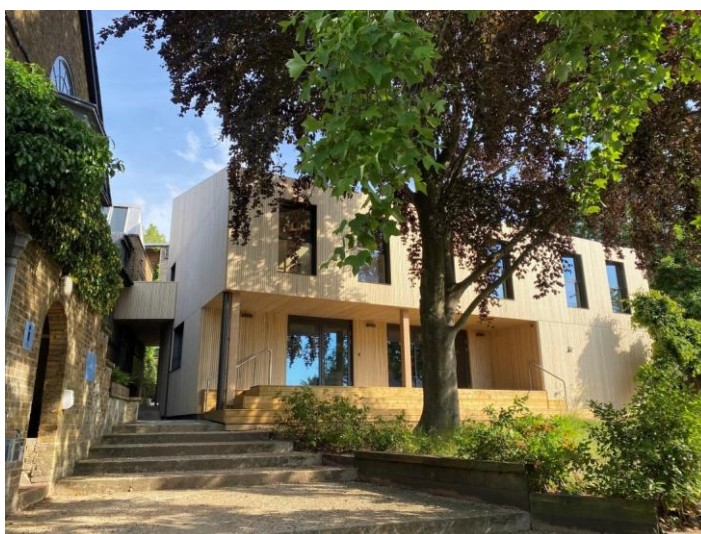
- Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the school.
- We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students make meaning of the world around them. An awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility, and preparation for the world of higher education and work, are all important components of that meaning.
- We value high-level thinking and creativity alongside measurable exam outcomes.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning, rather than the pursuit of prizes.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
- In the Upper School, we teach a broad range of discrete subjects and consider all subjects to have creative and academic aspects and possibilities.
- It is our expectation that in Years 10-13 KAS teachers will use GCSE and A level specification as a starting point but will aim to teach above and beyond examination requirements.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- We regard our curriculum as dynamic and constantly evolving rather than a static entity. Informed by current educational research and thinking, a process of review and development is embraced by our community of learners, teachers and parents.



The Sixth Form:

The Sixth Form is a thriving part of King Alfred and has benefitted from significant development over the last few years. In September 2021, we opened our new £1.5 million Sixth Form Block – a signal of the importance of this part of the school. The Director of Sixth Form is a member of the senior leadership team, and the incoming Director of Sixth Form will have the opportunity to lead the Sixth Form into its next phase of development. This is an exciting opportunity for a committed, creative and ambitious professional.

The current Sixth Form has approximately 120 students and has grown significantly over the last five years. Roughly two-thirds of Year 11 stay on, and we recruit up to 30 external students each year.



The Sixth Form Centre

Curriculum

We offer a very broad curriculum of 27 A level subjects, and UAL Level 3 qualifications in Music, and in Performance and Production Arts. Almost all students do three A level subjects, with many also opting for the EPQ. A small number take four subjects, and in exceptional cases we may offer a two-A-level curriculum.

In addition, there is an Enrichment programme in Year 12 , Games, PSHE lesson in Year 12 and a Form Hour programme.

The Sixth Form Team

Tutor groups are small and tutors play a central role in both the academic and pastoral welfare of the individual. Alongside the Director of Sixth Form, there are three Assistant Heads of Sixth Form, one of whom is also our HE and Work Experience Coordinator.

The Sixth Form continued:

Pastoral Support

KAS is highly-regarded for its pastoral support. We are a warm and nurturing community, which aims to support each individual in a holistic manner. We have a full-time Counsellor, and work with a range of external agencies so that any support package is coordinated between School, family and external professionals. The Form Hour and PSHE programmes address the typical areas relevant to this age group and are supplemented by external speakers and facilitators.

Results and Destinations

A level results are significantly above national averages, and in-line with or above independent school averages. In 2025, 48% of grades were A*-A and 75% were A*-B. As a mixed ability school our cohorts vary and based on ALIS analysis our value-added scores have been in or close to the top 10% of schools (national and Independent) for the last two years.

The majority of students go to university. This is mainly Russell Group Universities, with some successful Oxbridge applications. Students also go to Art College, Music College and Drama School. A small number go straight to work or apprenticeships.

In line with our ethos, we do not have a hierarchy of outcomes – what is important is that each individual achieves well in their own terms and makes the decision that is right for them. KAS students are generally very independently minded in their choices, having worked to a philosophy of intrinsic rather than extrinsic motivation throughout their school experience.

The Community

Within the Sixth Form, there is a strong sense of community. This is enhanced by the induction programme and social events organised by the school. Year 12 camp at the start of the academic year is now a well-established and much enjoyed tradition which supports the integration of new students and the building of positive relationships. Sixth Formers also play an important leadership role in the school. The school's student leaders, 'School 6', are Sixth Form students who meet on a weekly basis with senior staff to represent student voice on School issues, and galvanise student led projects. There is also a dedicated Sixth Form Committee where representatives from each tutor group meet to discuss Sixth Form related matters. They have organised activities to support Mental Health Week, charity events and are consulted on matters such as the Form Hour programme and external speakers. Sixth Formers also exercise leadership by working with young students in both the Lower and Upper Schools. Sixth Formers are also ambassadors for the school on a regular basis. When considering the school for their younger children, many parents will see the confidence and social skills of the Sixth Formers, and choose King Alfred on that basis for their own children.

Job Description

Date	January 2026
Salary	KAS Leadership Scale L11 to L15. <i>The KAS scale is based on the Outer London pay scale, plus an additional allowance.</i>

Specific Responsibilities

a) Leadership

- Ensure that there is a strong vision for the Sixth Form
- Create and implement development plans to realise this vision
- Ensure the smooth running of the Sixth Form on a day-to-day basis, including the effective use of the Sixth Form building
- Maintain a high profile within the school community, on an everyday basis and at school events
- Lead and guide the work of Sixth Form tutor team
- Line-manage appropriate colleagues, including the Assistant Heads of Sixth form, and Sixth Form only subject teachers
- Manage the Sixth Form budget
- Maintain positive relationships with organisations beyond the school and local residents, in order to promote the reputation of the Sixth Form

b) Supporting Personal Development and Well-being in the Sixth Form

- Ensure the members of the Sixth Form conduct themselves with maturity and mutual respect both inside and outside School, and are role models for the rest of the students
- Oversee the pastoral care and safeguarding of students, and ensure that appropriate interventions are put in
- Oversee attendance and punctuality in the Sixth Form
- Ensure, in conjunction with the Head of PSHE, that the Sixth Form follows a fully co-ordinated PSHE programme which is coherent with the rest of the School
- Oversee student leadership and student voice in the Sixth Form
- Oversee the co-curricular programme in the Sixth Form
- Lead and manage the induction programmes into the Sixth Form along with a programme of social events designed to promote social cohesion

c) Supporting Academic Achievement in the Sixth Form

- Working with Assistant Head Achievement, support the tracking and monitoring of academic progress
- Work closely with colleagues to ensure the smooth running of the A level options process
- Manage the academic programme for each student, in particular the choosing and dropping of subjects, and liaise with the SIMs manager on any changes
- Oversee the Sixth Form academic enrichment programme
- Liaise with the HE co-ordinator to ensure students engage proactively with the support offered for university entrance and career planning, including work experience
- Working with Deputy Head Achievement, oversee the written reports and the Parent Report Meetings for Sixth Form Students
- Take the lead in supporting students on results days

d) Admissions, Induction and Marketing

- In conjunction with Admissions and SLT, play a leading role in the external entry process at Year 12
- Maintain contact with prospective students once acceptance has been received; including ensuring that GCSE results for prospective students are reviewed on GCSE Results Day, offers confirmed and certificates passed on to the Exams Office
- Lead the retention strategy for existing KAS students, and support HOY 11 in advising Year 11 students about the most appropriate post-16 course of study
- Play a key role in marketing the Sixth Form to existing and prospective parents, both at events and in contributing to marketing materials
- Organise the graduation from the Sixth Form, and support students to maintain links with the school when they leave

General Responsibilities

- To fulfil the general duties of a member of SLT, including contributing to the strategic direction of the school, attending School events, running appropriate meetings and training events, interacting with parents and Council members, and doing appropriate SLT duties
- To teach an appropriate timetable of lessons for an Assistant Headteacher role
- To carry out any additional roles as may reasonably be expected by the Head

It is expected that the postholder will be available at key points in the summer holidays, including A level results day, GCSE results day, and the period immediately following this when decisions are taken about entry in the Sixth Form.

Person Specification

Attributes	Essential
Qualifications/ training	<ul style="list-style-type: none"> • Good honours degree + PGCE secondary (QTS) • Excellent standard of written and spoken English • Evidence of continuous professional development
Experience	<ul style="list-style-type: none"> • Significant experience of teaching and pastoral work • Significant experience of leadership and leading a team • Experience of safeguarding issues
Skills and abilities	<ul style="list-style-type: none"> • Proven track record of being an effective teacher in own classroom, including exam outcomes • Proven track record of being an effective tutor • Ability to establish successful relationships with students, parents and colleagues
Personal Attributes	<ul style="list-style-type: none"> • Enthusiasm, drive, and resilience • Empathy and able to relate to people from all backgrounds • Tact and diplomacy • Welcomes feedback and is self-reflective • Sets and maintains high standards in professional relationships with young people and colleagues • Commitment to supporting the progression and success of colleagues
Commitment to	<ul style="list-style-type: none"> • The KAS ethos, and child-centred progressive education • Working in a 'can-do' culture with a commitment to continuous improvement • The happiness, well-being, and progress of all at the school

Benefits:

- A competitive pension (APTIS), Employer Contribution 25%, Employee 5%
- All new staff have a probationary year supported by a carefully structured induction programme.
- Focus on continued professional development for all employees
- Free access to support and well-being services
- Free use of the School's fitness suite
- Cycle to Work Scheme
- Free Lunch



The King Alfred School

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