



KING'S COLLEGE SCHOOL WIMBLEDON



SITE DEVELOPMENT PROJECT DIRECTOR



WELCOME TO KING'S COLLEGE SCHOOL

Thank you for your interest in joining our school community.

As you learn more about us, I hope you will discover that King's is a truly wonderful environment in which to teach, work and learn, with pupils who are inquisitive, creative and eager to learn, on a campus which is well-resourced and recently renewed, and alongside other dedicated staff whose expertise, care and commitment lie at the foundation of everything we do.

King's is one of the most successful schools in the world, and our vibrant and caring community is a special place to learn and grow for boys aged 7-18 and girls aged 16-18. With over 1,500 pupils and approximately 450 staff, we are located in one of the most attractive and peaceful parts of London, opposite 1,140 acres of countryside of Wimbledon and Putney Commons and just a short walk from the picturesque Wimbledon Village.

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.

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, and we were delighted to be the highest placed independent co-educational day school, and to be named Independent International Baccalaureate School of the Year, in The Sunday Times Parent Power 2025.

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 inclusivity, are central to our community, as is the co-curriculum, which enables 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.

The next few years will be a very exciting time for us as we enter the next chapter of the school's strategic development, and as we seek to strengthen our community in preparation for our 200th anniversary in 2029. We hope you consider joining us for this adventure.



Dr Anne Cotton
Head



THE ROLE

Reports to: Bursar, with a functional reporting to the Head

Context

Having acquired a new educational site in close walking distance to the school, King's now has the opportunity to review and transform our school estate for the benefit of all our pupils.

On our new site, we intend to create a new, world-class educational facility for our junior school which expresses our vision for the care and development of our younger pupils in all aspects of their education. This relocated junior school will comprise its own modern and bespoke facilities, drawing together the two sections of the junior school, Rushmere (years 3-4) and Priory (years 5-6). Junior pupils will, at the same time, retain the scope to access the current facilities on our main site. Our vision for a continuous educational experience for pupils as they move through the school remains unchanged, rooted in extensive collaboration between the different sections of the school, as pupils progress from junior school through to the sixth form.

This relocation of the junior school will create opportunities for the necessary renewal of some spaces and the enhancement of facilities for all pupils on the main site, in line with the school's vision and strategy. The first step in this process involves a comprehensive master planning exercise to evaluate the various possibilities on our current site and to create a forward-looking and sustainable plan for future developments, which can then be implemented according to a carefully planned and sequenced programme over several years.

Responsibilities

The postholder will have responsibility for overseeing the progress of this most exciting transformation project for the school community, working closely with the head, junior school headmaster, bursar and the senior team. This represents a unique opportunity to contribute to a major and historic strategic development for King's, as we head into our third century from 2029. The postholder will have a full appreciation of the strategic significance of this project across the Corporation of King's and the contribution it will make to the experience of pupils and the whole community for decades to come. At the same time, they will need to have the attention to detail, project management skills and ability to engage and communicate, to ensure that the project progresses efficiently and delivers positive outcomes for our community.

This is a full-time, fixed term role, for five years in the first instance, with the potential for further extension. The scope of the project will necessarily evolve over time, and adaptability will be key to leading this project successfully. This role description is indicative rather than prescriptive and expected to evolve over time; the postholder will be expected to undertake any other task or responsibility reasonably requested by the Head or Bursar. Since the project will continue to progress throughout the year, it is expected that the postholder will continue to drive its progress outside the school term.



THE ROLE (continued)

Key responsibilities are set out below.

For a candidate with a teaching background, it is expected that the postholder will contribute to other school activities, for instance by contributing to the academic, co-curricular or pastoral life of the school.

Strategy and leadership

- Working with school leadership and senior staff on the strategy for the development of the school sites to meet our long-term objectives
- Ensuring optimal use of space for teaching & learning, pupil wellbeing and staff development, responsive to the latest developments in sustainability, technology, wellbeing, accessibility and inclusivity
- Ensuring that the project direction aligns with the school's values, aims, ethos and purpose, and meets the high expectations of our community for their teaching, learning and working environments
- Building and maintaining a comprehensive overview of the opportunities from the project and its impact on the whole school community, now and for the future

Project management

- Working closely with the head, bursar and other key stakeholders within the junior and senior schools, taking responsibility for the successful management of the project and delivering project timelines and key milestones within agreed KPIs
- Maintaining critical working relationships across the

- school community and with external partners
- Overseeing the external project manager's strategy and delivery for the different stages of the project lifecycle: feasibility and costings, design management, procurement and execution
- Communicating and transferring information between King's and our external project manager, architects and other consultants
- Coordinating the property, estate, legal and compliance elements of the project
- Ensuring that key project documentation is in place at every stage before works commence on site, including the external project manager's risk assessment and method statement, surveys and planning related documentation
- Engaging in discussions with the school's estates and facilities team on the use of the new site, to ensure that their expertise informs the project planning and delivery
- Analysing the progress of the project against agreed milestones and maintaining the project action logs, raising urgent matters with internal and external stakeholders, to ensure that the project progresses smoothly and to time
- Analysing data to support key decisions and reporting on progress (e.g. budget tracker, value engineering)
- Maintaining the school's project risk register



THE ROLE (continued)

Senior staff and governor engagement

- Overseeing an agreed schedule of engagement meetings, to ensure that the project proceeds in an effective and timely manner
- Preparing and presenting project reports to the Steering Group and for governor meetings
- Working with staff to oversee all administrative aspects including organising meetings, collating and distributing papers, producing accurate minutes, identifying actions and maintaining the action matrix for steering group meetings
- Keeping clear records of important decisions and approvals

Stakeholder engagement

- Working to ensure that the project proceeds purposefully and positively, responsive to the needs, concerns and interests of all groups across the community
- Ensuring the project brief is developed, reviewed and updated as the project progresses
- Working closely with staff across the school to oversee and coordinate educational, pastoral and organisational developments associated with the project, enabling the school to prepare in a smooth and purposeful way
- Developing and implementing an internal and external engagement and consultation programme associated with the project, including with pupils, staff, parents, alumni, prospective parents, feeder schools, local organisations and other partners, and coordinating

- events associated with this consultation programme
- Working closely with senior leaders, coordinating and evaluating staff input
- Providing regular briefings to the senior team at junior and senior school, producing written and verbal reports, attending governor committee meetings as requested
- Working closely with the director of communications, admissions and marketing, developing and implementing a communications plan to accompany the project



THE PERSON

Person Specification

- Experience in a leadership role within a school, and an ability to understand multiple perspectives and the potential implications of decisions taken in school settings
- Experience with major school transformation or master planning projects
- Proven ability to adopt a strategic approach when navigating a complex organisation, with an aim to further the school's priorities
- Experience in successful project management and change management
- Confidence with budget management and financial planning
- Experience of forging working relationships with a collegiate and supportive approach, and a desire to positively contribute to the community of King's
- High standards, a commitment to excellence, and a positive attitude to achieving goals
- An energetic approach, ensuring that we are always evolving our practice in pursuit of excellence
- A proactive and self-motivated approach as an effective problem solver
- Outstanding interpersonal, verbal and written communication skills
- Adaptability, calmness under pressure, resilience and tenacity
- Confidence in the use of relevant IT systems and

software

- Ability to listen and adapt style to engage different stakeholders in different contexts
- Proven ability to engage complex and diverse communities
- Awareness and understanding of the safeguarding and welfare of children and a clear commitment to delivering best practice in safeguarding
- Demonstrated skills in fostering an inclusive and diverse school community

TERMS AND CONDITIONS

- Start date: as soon as possible
- Salary: competitive
- Full time contract



HOW TO APPLY

Closing date: Wednesday 16th April 2025 at 9am

Interview date: to be confirmed

Early applications are encouraged; interviews may be staged and we may choose to appoint at any time during the application process.

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, upload a CV and provide a cover letter.

Please include a covering letter with your application addressed to Dr Anne Cotton, Head.

CV: Please use the CV to highlight your skills, knowledge and expertise that match the role details, main duties and responsibilities. Your CV should ideally be a single-sided A4 sheet.

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. Your cover letter should ideally not exceed two sides of A4.

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 teaching staff making a significant pastoral contribution as a tutor to specific group of pupils. Tutor groups are year-group specific in the lower school, and become a vertical system from fourth form upwards.

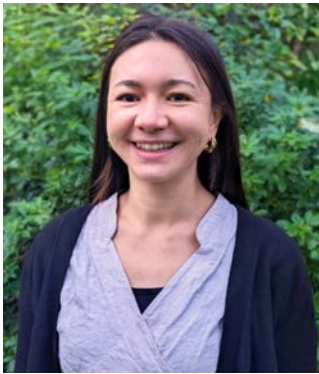
In return, the school provides staff with a wide variety of benefits and opportunities, including:

- 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; for professional services staff: contributory support staff pension scheme: employees are eligible to join after

3 months' service with a 10% employer contribution / 5% employee contribution

- 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, Academic Enrichment Coordinator and Equality and Diversity Mentor

"I love working at King's. I have been supported in a variety of roles in over a decade at King's, including head of department, head of section, and acting operational deputy head. There is a real value put on staff and pupils having fun and enjoying school: academic excellence is never put ahead of pastoral support or co-curricular involvement. Alongside this, there is a real sense of teamwork and a desire amongst colleagues to support all members of our community in achieving their aims. Every year I am struck by the kindness of colleagues, the ambition of the pupils and the opportunities available to all. King's is a great place to work, but it never stands still nor rests on its laurels."

- Mr Renwick
Head of Admissions and Teacher of Theology and Philosophy



"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, Bursary Engagement Officer and Teacher of History

"Prior to joining King's I had not stayed at any school longer than three years; seventeen 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



"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 ACS 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
Head of Football and Head of the African Caribbean Society



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.



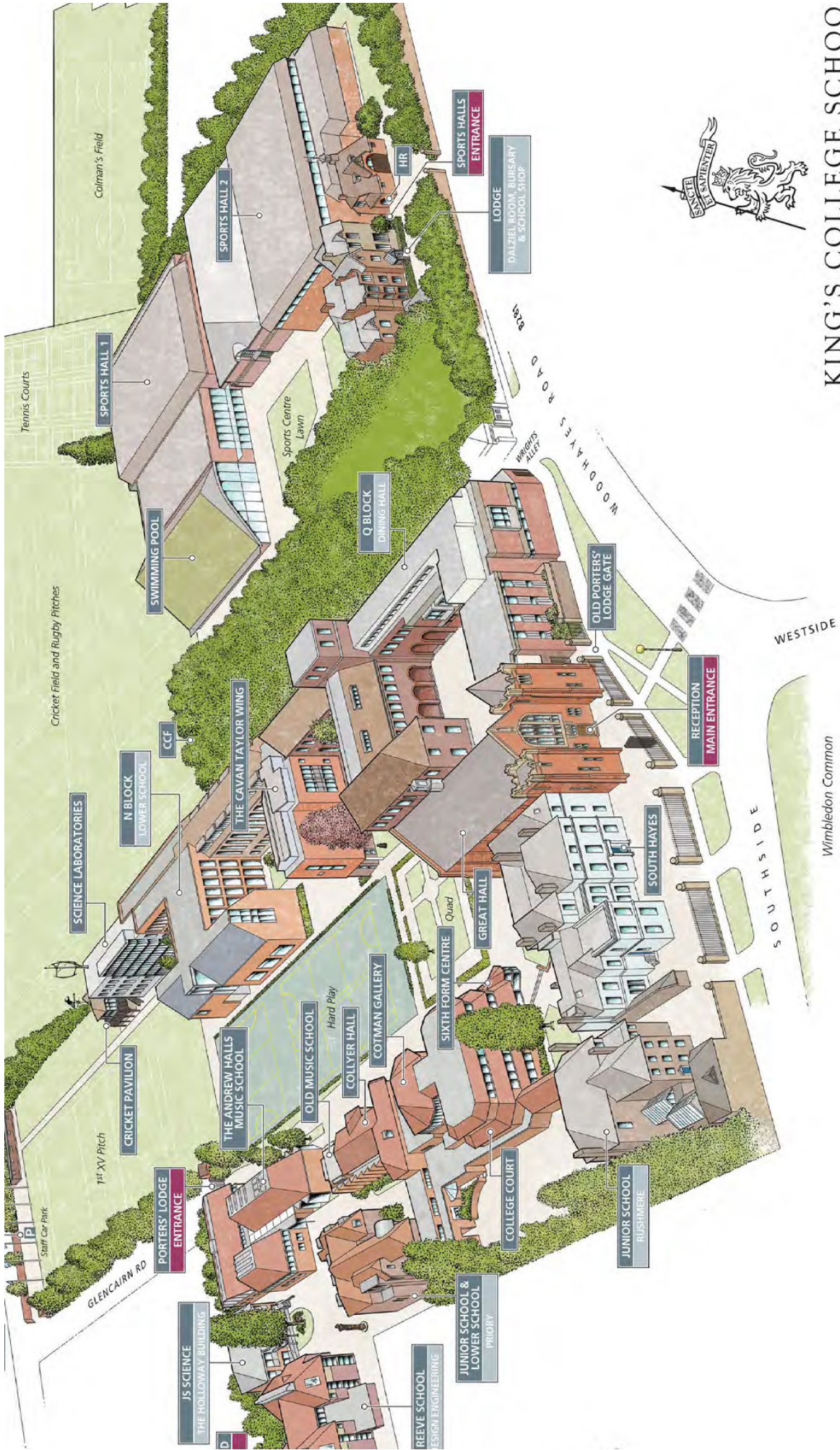
LIVING AND WORKING IN WIMBLEDON

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 Ashstead are popular choices.



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