



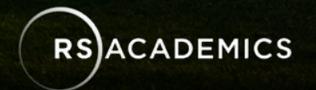
The Royal School

Wolverhampton



Principal/CEO

*Candidate Brief*



## Chair's Introduction

Thank you for your interest in this exciting opportunity to lead our all-through school set in the heart of the Black Country.

Spread over 25 acres and incorporating Early Years, Primary, Secondary, Post-16, and Boarding, as well as a thriving lettings and enterprise business, The Royal is one of the most over-subscribed schools in the country. This may in part be due to our extended school day provision, which, whilst not unique, is certainly welcomed by our parent community, with whom we enjoy a fantastic relationship, but I believe it has more to do with our ethos at the School, which is that of a holistic approach to education, developing the potential of every child by encouraging leadership, resilience, responsibility and character.

Since converting from an Independent to a Free School in 2016, we have seen pupil numbers rise from over 300 to just short of 1,500 alongside a funded building programme that has already seen substantial funds spent on the existing Secondary School with a commitment by the ESFA to complete a refurb of the remainder of that site and the build of a new Primary School by 2027.

The Royal School, Wolverhampton has been on quite a journey, and we're now looking for an outstanding individual to work with the Governors, myself and our other stakeholders and lead the School as we embark on the next stage of our evolution.

Thank you so much for your time and interest. If you believe you have the requisite skills, experience and passion for this role, we would be thrilled to hear from you. The Governing Body and myself look forward to working closely and collaboratively with our next Principal from August 2024.



**Neil Lloyd**  
Chair of Governors

A handwritten signature in black ink, appearing to read 'N. Lloyd'.





## School History

In 1850, John Lees, a local philanthropist and businessman, founded an orphanage to help those affected by the cholera epidemic. Forty years later, Queen Victoria recognised the work done in educating children in need by granting the Royal prefix. By 1900, additional land and buildings had been acquired, bringing the site on Goldthorn Hill to 25 acres. In 1932, a Junior School was opened, and in 1944, the orphanage was renamed The Royal Wolverhampton School. In the 1960s, fee-paying pupils were admitted before, in 2016, the School became a Free School, an independently run, state-funded school.

## The School Today

The recently established Free School provides an all-through, 4–19, co-educational, non-denominational, non-selective education and continues to reflect John Lees's values. As well as compassion and caring for others, it was his intention to help and support the most vulnerable in society, and that ethos remains strong today. The School retains its royal patronage and hosted a recent visit from our Patron TRHs, the Duke and Duchess of Edinburgh, in the Summer Term 2023. The School primarily serves the local Wolverhampton area, as well as Shropshire, Staffordshire and the greater West Midlands. It also maintains its long-established boarding culture and has around 80 boarding places taken up by students from far and wide, both from within the UK and overseas. These places are due to be expanded to 100 places during the ongoing building programme.

There are currently 1459 pupils in the School, made up of 630 Primary, 594 Secondary and 256 in Sixth Form. Any future growth will be carefully managed to balance local demand with the School's continued commitment to keep class sizes smaller than most other state-funded schools in the region.



## School Vision

As an independently run Free School, the School adopts a holistic approach to education, developing the potential of every child by encouraging leadership, resilience, responsibility and character. The School aims to achieve this by committing the whole school community to live out five core values:

**Respect • Trust • Community • Initiative • Risk**

These values permeate throughout the life of the School and reinforce the School's commitment to delivering traditional values and behaviour whilst maintaining a forward-looking and global outlook. Pupils are encouraged to achieve excellence in their academic studies and in their co-curricular activities and to develop their life skills through a wide-ranging enrichment programme afforded by the extended school day. Pupils appreciate that learning is the key to future success and that motivation, aspiration and self-esteem are nurtured in a safe and supportive environment. Importantly, too, pupils are taught personal responsibility and accountability and to embrace equality, diversity and inclusion.



## Admissions

The main points of entry to the School for day pupils are Reception for the Primary School, Year 7 for the Senior School and Year 12 for the Sixth Form. There are waiting lists for all year groups, and the DfE's data suggest that it is one of the most difficult schools at which to obtain a place in Year 7 across the whole of England. Boarders are admitted across Years 7–12.

The admissions policy for day and boarding pupils, including the criteria which are applied when places are oversubscribed, as agreed with the DfE, can be seen [here](#).

The pupil intake is diverse and broad in its ability range. Across the school population, around 50% of pupils access EAL, and 18% are recognised as SEND, including about 45 pupils with EHCPs.



## Curriculum

In the Primary School, pupils in Reception follow the curriculum for the Early Years Foundation Stage and, at the end of the year, are assessed against the Early Learning Goals. From Year 1, the core subjects are English, Mathematics, Science and Computing, and the National Curriculum is enhanced by a more diverse and enriching curriculum available through "Cornerstones". This provides cross-curricular links embedded within topics and opportunities for pupil-led learning and interactive experiences.

In the Senior School, Years 7 and 8 go beyond the National Curriculum with lessons in English Language and Literature, Mathematics, German or Spanish and French, History, Religious Studies, Geography, Science, Physical Education, Art and Design, Music, Design and Technology, Computer Science and Home Economics. In Year 9, pupils choose four options to study alongside the compulsory core GCSE subjects of English, Mathematics and Science for a three-year programme to GCSE, OCR National or BTEC Level 2 qualifications at the end of Year 11.

In the Sixth Form, most of the subjects are taught as A levels. Some vocational options are also available, for example, in Applied Science, Business Studies, Computer Science and Sport. Further details of the Sixth Form courses can be accessed [here](#).





## Academic Performance

In the most recently published data, Year 6 was in the top 20% of schools nationally for writing, for Maths at greater depth and for reading, both at the expected level and in greater depth.

Alps Grade 2 for all GCSE entries places the School in the top 10% of all schools nationally for progress from KS2 to KS4. The Progress 8 score was +0.44 in all GCSE entries, nearly half a grade better than predicted from the baseline at the end of Key Stage 2. GCSE outcomes in Maths, Science, Languages and Humanities place The Royal School in the top 20% nationally.

87.5% of Sixth Formers achieved at least three A levels or BTECs, with significant numbers exceeding their target grades and "adding value". Nearly 12% of the A level cohort achieved at least AAB in two or more facilitating subjects, indicating that outcomes at the higher grades are improving as the Sixth Form grows and the pupils entering the Sixth Form have come up through the School. The average grade for the small numbers taking BTECs was a Merit.

The school ethos of focusing strongly on the personal development of our pupils to foster character growth has seen leavers go to a wide variety of destinations. 85% of leavers achieved a place at their first-choice university, and all of those who applied to university were placed. 6% of leavers secured apprenticeships, and a small number went directly into employment. Elite swimmers moved into prestigious programmes in the USA or UK. None of the leavers are not in education, employment or training.

## Enrichment

There is an extended day and an extensive range of enrichment opportunities across all the age groups to assist pupils with their personal development. In the Primary School, there are around 55 clubs and activities offered each term, covering multiple sports, music, drama, and a host of others, such as ballet, mindfulness, yoga, sewing, baking, coding and robotics. An example of a term's programme of activities in the Primary School can be seen [here](#).

From Year 3 upwards, pupils can have their enrichment activities logged and accredited by the Children's University. Awards celebrating their achievements are presented at a graduation ceremony at the end of the year.

In the Senior School, "Lesson 6", as it is known, is compulsory from Tuesday through to Thursday each week. Monday's activities are optional. Every activity fulfils one or more of the personal development and character strands which have been selected to develop a variety of skills which pupils will need for success in their lives and future careers beyond school. The strands cover Creative and Wellbeing, Enterprise and Employability, Active, Leadership and

Service and Enquiry and Knowledge. Pupils select their activities under the guidance of the Form Tutor and maintain an online document of the skills which they are developing each term. Around 100 activities are on offer, including sports, instrumental and choral music, dance, theatre, enterprise, science, creative writing, digital skills, leadership, film and first aid. Large numbers of pupils are involved in the CCF (Army and RAF Sections), Police Cadets, Nursing Cadets and the Duke of Edinburgh Award. The full programme can be seen [here](#).

Competitive sport is catered for through the multiple sports teams in football, netball, basketball, tennis, badminton, rugby and more across both the Primary and Secondary phases. The School is also well known for its elite swimming programme, led by a former Olympic swimmer. Results at regional, national and international competitions have improved year on year since the scheme was introduced in 2009. Art exhibitions, instrumental and choral concerts and musical productions also provide opportunities for pupils to work in teams and showcase their talents.





## Pastoral

Safeguarding is paramount, and there is a multi-layered approach to pastoral care and pupil wellbeing. The School is also committed to strong relationships with parents on pastoral and other matters. In the Primary School, class teachers provide close support, and there is a cross-curricular approach to Personal, Health, Social and Citizenship Education (PHSCE). Primary pupils are also allocated to one of the four vertical Houses, which operate across the primary and secondary age groups.

In the Senior School, the pastoral structures and programmes are managed by the Vice Principal, Safeguarding and Wellbeing, who is also the Designated Safeguarding Lead (DSL). Pupil voices are heard through the School Council, the Boarders' Forum and other channels.

Form Tutors have regular contact with their forms, and each pupil is allocated to one of the four vertically structured Houses: Balmoral, Sandringham, Buckingham and Windsor. Each has a Head of House who liaises with House Wellbeing Support Officers. The Wellbeing Co-ordinator is based in the Wellbeing Hub, a spacious and well-resourced area at the centre of the School. Year 13 pupils are trained as mentors, and the Nurture Centre provides a safe space for pupils to develop their social skills and regulate their emotions. Personal, Social and Health Education (PSHE) and RSE are integral features of the curriculum for secondary pupils.

The Nursing Team are based in the on-site medical centre, and the School receives specialist support from a range of external agencies, for example, Huggle Pets, Kidscape and Loving Classroom.

## Boarding

Around 80 pupils currently board, either as full boarders or on a weekly or flexible basis. There are two boarding houses on site: Lichfield for girls in Years 7–13 and boys in Years 7 and 8, whilst Dartmouth accommodates boys in Years 9–13. The boarding community comprises pupils from far and wide, both from across the UK and from around 16 countries overseas, including children from Forces families, elite swimmers and members of the Wolverhampton Wanderers Academy. In keeping with the Founder's original intentions, the boarding cohort also contains looked-after children and young unaccompanied asylum seekers. There are fees for boarding, but financial assistance can be accessed by those who can demonstrate a need for boarding.

The Head of Boarding and the assistant staff are all accommodated on site. The managing staff are fully accredited boarding practitioners, and all other boarding staff are fully trained in good practice for boarding. Boarders are accommodated in shared rooms, with single rooms in Dartmouth; the boys' boarding house Common Rooms and other recreational spaces provide spaces in which to meet and socialise. There is a busy mid-week activity programme in both Houses, and at weekends, there is a wide choice of optional activities, including trips to major UK cities and places of historic or scenic interest, for example, Warwick Castle and North Wales.

The quality of the boarding provision has been recognised nationally. In 2020, the School won the title "Boarding School of the Year for Working with Vulnerable Children" to reflect a long association hosting LAC and UASC young people and, in 2021, the award for "Research in Boarding".

## Community Engagement

Sharing the School's facilities, engagement with the local community and fundraising for good causes are consistent with the long history of the School and its charitable objectives. Formal events can be hosted in the Chapel, Victoria Hall or the Seminar Room. Facilities such as the Astro turf pitch, the Dance Studio and the Gym and the indoor swimming pool are regularly used by the public. Each week, around 1,500 local children of all ages take part in the "Learn to Swim" programme. Swimming coaching courses are also available.

During the school holidays, Ultimate Activity Camps (UAC) and Strive, the latter particularly focusing on vulnerable young people and those supported by pupil premium, run holiday camps on the school site.





## Governance & Finance

The Royal School Wolverhampton is a company limited by guarantee and an Academy Trust, which is a registered charity. All Governors are trustees. There are currently nine Board members covering a wide range of knowledge and professional expertise, including primary and secondary education, post-16 and apprenticeships, health and wellbeing, finance, human resources and management consultancy. The Members of the Academy Trust hold the Governors to account.

There are Governors' sub-committees reporting to the full Board on Finance, General Purposes and Audit, Data Standards and Achievement, HR and Performance Management and Enterprises. The latter is the School's trading subsidiary. Each Governor sits on at least one sub-committee, and each Governor sits on a school committee in line with their expertise and interests. In the spring of 2023, the Governors undertook an external review of governance, the results of which indicated a well-qualified body who know the School and discharge their duties effectively.

The Free School has a funding agreement with the Department of Education. This is administered by the Education and Skills Funding Agency (ESFA). These funds are restricted to providing education for day pupils. The School raises additional income through boarding fees and through a trading subsidiary, Royal School Wolverhampton Enterprises, which manages lettings and other commercial activities. Any surpluses are re-invested in the School.

## The Foundation

The Royal Wolverhampton School Foundation retains its original name and can trace its history back to the School's foundation in the 1850s. It is a separate charity and governed by a different group of trustees to the Governors. Its purpose is to raise funds from benefactors that can be used to support current pupils at the School who require a level of assistance not funded by the income from ESFA. This may be top-up funding for those with specific educational or health needs or those in need of a boarding place. The Foundation also supports renovation projects for buildings which are deemed by the DfE to be non-essential educational facilities and are therefore not funded by the State, such as the School Chapel, Fountain, Lodge, and Clarence House, the dining room.



## Future Development

The Governors have established a Strategic Planning Group (SPG) to address future development and growth. Annual strategic planning with the Senior Leadership Team sets the vision for the year and approves the School Development Plan (SDP) and the School Improvement Plan (SIP). Within these plans are Key Performance Indicators and reporting milestones.

Priorities have been identified to move the School from "Good" to "Outstanding". These include accelerating pupil progress in all subjects and in all Key Stages and further improving the quality of teaching and learning in all Key Stages and all subject areas with the aim of building a self-sustaining and improving school.

Recently, the School has secured significant capital funding from the DfE to complete the restructuring of the school site and the development of new purpose-built accommodation for the Primary School. As the School is at capacity and it is also keen to share its aspirations with others, any further growth in pupil numbers might be managed by providing additional places in new school settings, with the Trust becoming a Multi-Academy Trust.

# The Opportunity

The Principal reports to the Board of Governors, prioritising effective implementation of shared strategic objectives and major operational matters. It is anticipated that through such open channels of communication, the Principal will quickly cultivate a particularly close understanding with the Governing Body, establishing mutual confidence.

The Principal will be responsible for the day-to-day management of the School across the 4–19 age range, ensuring the site operates safely and the pupils receive an excellent and enriching educational experience supported by outstanding levels of pastoral care and welfare.

The Principal will be responsible for leading a strong team and for creating an environment in which pupils and staff are inspired to develop their full potential within a culture of enthusiastic and inclusive participation.

The Principal leads and line manages the Senior Leadership Team, currently comprising the Vice Principal Safeguarding and Wellbeing, who is also the Designated Safeguarding Lead (DSL), the Vice Principal Curriculum/Learning and Teaching, the Head of Primary, the Deputy Head of Primary, the Head of the Sixth Form, the SENCO, the Head of Boarding and the Director of Finance and Services.

Key areas of accountability include strategic planning, admissions, teaching, learning and curriculum, safeguarding and pastoral care, external engagement and communications, whole-school leadership and management, and financial and personnel management.

The successful candidate will have the skills and experience to deliver in the following areas:

## *Strategic Leadership & School Management*

- Develop and communicate a vision consistent with the Free School ethos to the staff, parents, pupils and wider community.
  - Translate the vision into coherent, achievable plans to appropriate timescales.
  - Secure the confidence and loyalty of all stakeholders by providing dynamic, thoughtful, and accessible leadership to the whole community whilst managing change successfully.
  - Maintain and develop The Royal School's caring and nurturing ethos, fostering a strong commitment to the strategic vision and aims of the Free School.
  - Promote equality, diversity, and inclusion across the school community, amongst pupils, staff, and parents, as well as through recruitment and the curriculum.
  - Take overall responsibility for the delivery of excellent pastoral care for all pupils in line with safeguarding legislation, including safer recruitment, and working alongside external agencies as appropriate.
  - Embrace the opportunities afforded by boarding and ensure that the boarding community is an integral part of the School's vision and future development.
- Oversee the admissions strategy for day and boarding pupils in line with the admissions policy agreed with the DfE.
  - Recruit and lead well-qualified teaching and professional support staff, deploying them skilfully, maintaining their morale and showing commitment to their wellbeing.
  - Ensure all administrative, estates, catering and domestic teams are deployed and operate efficiently and effectively.
  - Lead and unite the staff of both Primary and Senior Schools with authority and sensitivity.
  - Maintain effective strategies and practices for staff induction, professional development, performance review and leadership experience.
  - Create and develop cohesive and proactive senior management, educational and pastoral teams, ensuring that roles and responsibilities are clear and that the highest standards of performance are set and maintained.
  - Actively embrace opportunities to enhance the Principal's own professional growth and development.
  - Act as the "Accounting Officer" to the Education and Skills Funding Agency (ESFA), working with the Director of Finance and Services to ensure accountability for the income from ESFA and the prudent financial management of all resources, including from boarding fees and Royal School Wolverhampton Enterprises.

- Ensure compliance with all aspects of the legal framework of education policy, health and safety guidance, other regulations applicable to Free Schools and the National Minimum Standards for Boarding.
- Oversee the School's readiness for inspection of both education and boarding by Ofsted.
- Ensure appropriate crisis management plans are in place.

### *Academic Leadership*

- Foster a learning environment which is ambitious yet reflective and a committed approach to achieving excellence, raising standards and "closing the gap".
- Provide clear academic guidance, ensuring pupils of all abilities and all ages benefit from inspirational teaching underpinned by challenge and support.
- Deploy additional specialist support for pupils with SEND, EHCPs and/or in need of EAL.
- Develop and monitor a broad and appropriately balanced curriculum, informed by clear educational philosophy and best practice, which enthuses enquiring minds, promotes the acquisition of lifelong skills and leads to enrichment opportunities.
- Undertake effective curriculum planning across the Primary and Senior Schools with appropriate allocation of resources and sharing of good practice.
- Evolve and model creative and innovative approaches to teaching and learning.

- Monitor and evaluate the quality of teaching and learning, as well as its impact on pupil outcomes, ensuring that the highest standards of professional performance are met.
- Ensure pupils across the whole ability and age range are encouraged to take responsibility for their own learning, fulfil their potential and develop appropriate levels of independence and confidence.
- Establish and maintain a consistent focus on pupil progress and achievement using an effective assessment framework, including external benchmarking, to monitor progress in every individual's learning and to inform planning and prioritisation.
- Apply strong analytical and evaluative skills to the handling of school performance data, collating, evaluating and reviewing before implementing appropriate action.
- Create a seamless educational experience for pupils as they transfer across phases.
- Evolve and develop the School Careers Education, Information, Advice and Guidance (CEAIG) programme to continue to provide independent advice and to prepare pupils for a smooth transition to higher education, apprenticeships or employment.
- Ensure parents are fully informed about their child's academic progress and development.

### *Co-curricular Leadership*

- Support, further develop and maintain enthusiasm for the extended day and an exciting programme of co-curricular activities, ensuring variety and quality of provision for all age groups.
- Promote enrichment experiences which enhance the core curriculum, including, but not limited to, sport, drama, music, clubs and societies, cultural events, competitions, visits to local places of interest, day trips and residential.
- Recognise and celebrate the efforts and achievements of individuals, teams, and groups, including those involved in activities out of school.
- Ensure pupils have opportunities to hold positions of responsibility within their class, year group and School House and are valued for their contribution to The Royal School, Wolverhampton community.

### *Pastoral Leadership*

- Uphold the highest standards of pastoral care by building on The Royal School, Wolverhampton's welcoming community and by ensuring that pupil safety, happiness, wellbeing, and development inform all decision making.
- Prioritise safeguarding and the welfare of pupils, ensuring all staff have appropriate training and knowledge of statutory guidance and are fully aware of their responsibility to refer concerns.

- Create a culture of encouragement, inclusiveness and respect for others, both within and beyond the school community, ensuring pastoral structures such as the House system operate effectively.
- Challenge and encourage colleagues in their pastoral roles and ensure training is provided to further develop their understanding and effectiveness.
- Set high expectations of pupils' learning and behaviour, enabling them to thrive across all aspects of school life.
- Provide direction on how best to meet the physical, mental, spiritual, moral, cultural, and social development of all pupils.
- Strengthen awareness of pastoral issues, including RSE and online safety, by overseeing the effective planning and delivery of an age-related PSHE curriculum and the provision of special opportunities to educate pupils in these areas.
- Maintain effective partnerships with parents, keeping them fully informed about their child's personal development and emotional wellbeing.
- Deploy the boarding staff effectively and provide them with the additional training required to provide the pupils with a safe and enriching boarding experience.
- Sustain and develop opportunities for boarders for further integration within their own community and across the School as a whole.

## *Communications & External Relations*

- Establish a presence within the catchment area, promoting The Royal School, Wolverhampton in the local community and communicating key messaging confidently and compellingly.
- Build close links and partnerships with the local community and celebrate the School's contribution to the wider community.
- Develop and maintain good relationships with local nurseries, feeder schools and leavers' destinations.
- Build strong relationships with the parents, carers and other stakeholders in both the Junior and Senior Schools and maintain excellent communication with the parent body at all times.
- Work with The Royal Wolverhampton School Foundation, encouraging their initiatives and efforts.
- Actively support pupils by attending a range of events and fixtures across the whole School.
- Address issues raised by pupils, parents, staff, and others, responding proactively to concerns and complaints with sensitivity and in line with appropriate policies.
- Establish close ties with other constituents, the Alumni and the Parents' Association, for example, and actively support their activities.
- Engage with professional associations, external agencies and other appropriate bodies.





# Person Specification

## *Qualifications & Experience*

- Good honours graduate and preferably post-graduate leadership or management qualifications.
- Qualified teacher status.
- Evidence of regular and relevant professional development.
- Demonstrable success in a leadership role in a comparable organisation and through significant periods of development.
- Evidence of exceptional, collaborative and inspirational leadership skills and experience of comprehensive staff management processes, e.g., recruitment, development, retention and performance management.
- Good understanding of 4–19 education, the issues surrounding a diverse social, ethnic and cultural pupil intake with a wide ability range, national education policy and boarding.
- A proven track record in raising standards through, for example, using target setting, data analysis and curriculum innovation.
- Consistently good or outstanding teaching skills and experience of developing outstanding teaching and learning.

## *Professional Skills*

- Ability to inspire, challenge, motivate and empower teams and individuals to achieve goals that are centred on the best possible pupil outcomes.
- Proven skills in developing, communicating and successfully implementing and monitoring strategic plans in support of the aims, mission and values of a school.
- Ability to address difficult issues and take difficult decisions, conveying outcomes clearly and sensitively.
- Ability to delegate effectively and devolve responsibility to appropriate staff.
- Significant experience of building and sustaining effective relationships with staff, pupils, parents, carers and other stakeholders.
- Empathy and skills to run an inclusive and diverse school community, valuing and promoting inclusion.
- A thorough understanding of a Principal's responsibilities in relation to safeguarding and child protection issues and a clear commitment to delivering best practice in safeguarding.
- Thorough and up-to-date knowledge of and ability to manage risk and regulatory issues, including inspection, legal compliance and health and safety.

- Strong organisational skills and the ability to prioritise and work effectively under pressure and to tight deadlines.
- Excellent communication skills, including the ability to present effectively to a range of audiences across different and wide-ranging groups.
- Experience of using data effectively to assess attainment, track progress and develop student targets.
- Understanding of the School as a business and the ability to act as the “Accounting Officer”.
- Good working knowledge of ICT applications, with a clear understanding of the potential for ICT to enable innovative and effective approaches to learning, teaching and school organisation.

### *Personal Qualities*

- Inspirational, engaging and enthusiastic leader capable of a collaborative approach, building trust and confidence and developing team spirit.
- Gravitas and presence.
- Emotionally intelligent and self-aware; committed to continuously developing self.
- Stamina and resilience.
- Adaptable, open-minded and with an eye to the future.
- An ambassador and professional advocate for the School with strong personal credibility.
- Ability to listen and to maintain appropriate and supportive relationships with staff, pupils and parents.

- Positive attitude to use of authority and maintaining very good standards of behaviour.
- Ability to work effectively as part of a team.
- Excellent judgement, integrity, independent thought and sense of fairness.
- Commitment to boarding and participation in the extracurricular life of the School, including outside of standard working hours.





## Remuneration Package

A formal contract detailing agreed terms and conditions will be drawn up on appointment.

The main provisions are likely to include:

- A salary commensurate with the significance and importance of the post and the experience of the successful candidate.
- Pension provision with the TPS.
- Private health insurance.

The Principal is entitled to take holidays during the normal school holidays except where his/her presence is required for the proper execution of his/her duties as Principal. Eight weeks is the recommended entitlement for a proper work/life balance.

Since the School has a boarding community, the Principal will need to live within easy commuting distance of the School. The Principal may also be required to undertake some international travel to market the boarding provision overseas.

The appointment will also, of course, be subject to all the usual vetting and barring checks, including:

- Three references, including one from your current employer and one from your previous employer.
- Disclosure and Barring Service (DBS).
- Prohibition from teaching or management (Teacher Regulation Agency – TRA) and Disqualification from Childcare.
- Identity, Right to Work in the UK and qualifications.
- Medical fitness to carry out the duties of the post of Principal.
- An online social media/internet check.

# Application Process

RSAcademics is assisting The Royal School, Wolverhampton in the search and initial selection for this post. Prospective candidates should not contact the School in the first instance. Interested candidates are invited to contact RSAcademics to arrange a confidential discussion with one of the consultants handling this appointment:

- **Isabel Patchett, Search Consultant**  
[isabelpatchett@rsacademics.com](mailto:isabelpatchett@rsacademics.com)  
+44 (0)7885447781
- **Peter Bodkin, Senior Advisor**  
[peterbodkin@rsacademics.com](mailto:peterbodkin@rsacademics.com)  
+44 (0)7821 737092

**Closing date: 10.00am on Thursday 19th October 2023.**

Applications should be made electronically to RSAcademics. To submit your application, please upload your documents according to the instructions on the RSAcademics website. You should submit the following (both in PDF format):

- A completed application form (available alongside this candidate information on the RSAcademics' website).
- A covering letter addressed to Mr Neil Lloyd, Chair of the Governors. The letter should explain your reasons for applying.

If you have any questions about uploading your application documents, please contact Laura Beacon, Project Coordinator at [applications@rsacademics.com](mailto:applications@rsacademics.com). Laura can also be reached by calling our Head Office on +44 (0)1858 383163.

The process is as follows:

- When you submit your application, you will receive an automated email from RSAcademics confirming that we have received it. If you have not received the automated email within two working days of submitting your application, please email us at [applications@rsacademics.com](mailto:applications@rsacademics.com) or contact us by telephone on 01858 383163.
- Preliminary interviews will take place with RSAcademics via Teams by appointment between Tuesday 24th and Thursday 26th October 2023.
- Longlist interviews will take place at The Royal School, Wolverhampton on Wednesday 8th and Thursday 9th November 2023.
- Final shortlist interviews will take place at The Royal School, Wolverhampton in the week beginning 13th November 2023.

*The Royal School, Wolverhampton is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. The safeguarding responsibilities of this post are detailed in the candidate information brochure and The Royal School Wolverhampton's child protection policy can be found on the School's website.*



Founded in 2001 by Russell Speirs, RSAcademics has advised and supported over 700 schools and educational organisations in the UK and worldwide. Through our working partnerships with heads, leadership teams, boards, staff and parents, we specialise in supporting schools in five main areas: strategy, marketing and research; equality, diversity and inclusion; operational improvement; leadership and governance and philanthropy. We enable schools worldwide to thrive by finding and developing senior leaders, guiding decision makers, making connections and shaping debate. We are known for the calibre and spirit of our people. We exist entirely to serve schools because we believe that the world needs thriving schools. RSAcademics is committed to promoting diversity and inclusion in schools. Please visit [www.rsacademics.com](http://www.rsacademics.com) for more information.

RSAcademics is committed to promoting diversity and inclusion in schools. RSAcademics is committed to safeguarding and promoting the welfare of children and young people.

Because the world needs schools to **thrive**