



Wellington  
SCHOOL

# Head

Candidate  
Information



# Welcome

Thank you for your interest in the post of Head of Wellington School, in Somerset. Wellington is a school with strong values and traditions and presenting a very distinct character.

We are looking to appoint a new Head who will relish the prospect of living and working in a stimulating and purposeful environment that encourages each individual to make the very best of the opportunities presented by the School, the town of Wellington itself and the wider surrounding region.

The next few years promise to bring significant challenges to schools, so Wellington School and its new Head will need to be well prepared and able to navigate an unpredictable educational, societal, political and economic landscape with confidence. But there will be many opportunities too, making this is a very important moment for a new leader to take the helm and lead our School on the next phase of its journey.

This post will be of interest to current or aspiring Heads who are personable, ambitious and resilient, and would relish the mutual benefit of being fully engaged with the Governors in working to ensure Wellington's future prosperity and sustainability. The new Head will be expected to build on success, drive innovation, and inspire and engage across the whole school community and develop powerful partnerships and networks beyond the school gates.

More information about the School and the role can be found in this brochure and also on the School's [website](#). If this is a post that excites you and you feel you have the requisite skills and experience, we would be delighted to from you.

**Mrs Anna Govey**  
Chair of Governors





## History & Overview

Founded in 1837 “to provide a commercial, mathematical and classical education for boys”, Wellington School was for many years under the control of the local authority but became fully independent in 1977, when it also accepted girls.

Today, Wellington School is a co-educational day and boarding school for children from the age of 3 to 18. There are 198 pupils in the Prep School including the EYFS and 692 day and boarding pupils in the Senior School. The pupil population is socially and culturally diverse, comprising many from local families together with boarders from around thirty different nationalities. About a third of the pupils are sons or daughters of alumni providing strong connections with the School across the generations.

Set in a small, safe Somerset market town, Wellington School has grown up around the original buildings – notably the Great Hall and Memorial Chapel – and its 35-acre site now extends back either side of the road leading into the centre of the town.

The School's ethos rests on the three core principles of:

- Building outstanding relationships.
- The pursuit of excellence.
- A love of learning.

There is a real sense of continuity and tradition at the School, for example the choristers still wear long red robes in Chapel. Nevertheless, there is a palpable absence of elitism compared to some schools and indeed Wellington School prides itself on its more egalitarian philosophy.

Some pupils leave after GCSE to attend the local Sixth Form College but are replaced by others from secondary schools in the area without Sixth Forms, or by international students. After the Sixth Form, about 70 per cent of leavers gain places at Russell Group universities, with others moving on to degree courses elsewhere, apprenticeships, employment or gap years.

The School is proud to have been shortlisted for many awards in the last year:

- Winner – Muddy Stiletos – Originality in Teaching Music & The Arts.
- Shortlisted – Muddy Stiletos – Best Eco Initiative.

- Shortlisted – TES Awards Headteacher of the Year.
- Shortlisted – Independent Schools of the Year – Best Pre-Prep School of the Year.
- Finalist – Independent Schools of the Year – Best Careers Programme.
- Winner – Wellington Town Council – Youth Award (student).
- Rotary Pride of Somerset Youth Awards (student).
- Eco-Schools Green Flag Award.
- Fortune 500 – Best UK Boarding School (listed).
- RSPB Wild Challenge Gold Award.

*“Super school... striving to make its students the best they can possibly be in all fields, by concentrating on strong values and process, rather than results.”*

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# The Opportunity

The appointment will be effective from 1st September 2024, or as soon as possible thereafter, when Eugene du Toit moves to become Master of Haileybury School.

Wellington School is now seeking an inspiring individual who can continue the School's upward trajectory and quickly win the confidence and trust of all members of the School community. Wellington's most recent ISI inspection report in March 2023 rated both the achievements of pupils, including their academic development, and the personal development of pupils as "Excellent" providing a solid platform on which to build further success.

The new Head will be forward thinking with an appetite for continuous improvement and with a clear understanding of the independent school landscape, ensuring that Wellington continues to be known for an excellent educational experience supported by outstanding levels of safeguarding, pastoral care, and enrichment opportunities.

Already in Headship or in a senior leadership position, you will be a proven, empathetic and collaborative leader committed to sustaining an environment where you will empower others and inspire a talented leadership team to even greater success. You will be engaging and be keen to embrace Wellington's position in the local community, living on campus in the Head's house.

A natural networker, and with the gravitas and charisma to operate as a compelling ambassador at home and overseas, you will be able to clearly promote the distinguishing features of a Wellington education and the benefits of boarding. Your strong commercial instincts and acumen will further develop the 'business'

side of the School. You will also have the strategic ability to deliver an ambitious and innovative vision which ensures that Wellington continues to flourish in its next phase of development, whilst navigating an unpredictable educational, societal, political and economic landscape with confidence.

This is a tremendous opportunity if you are an outstanding leader with warmth, compassion and an open, listening management style. As the 'art' of Headship continues to evolve, it will be important for the new Head to liaise very closely with the Governors and Leadership Teams in re-setting, monitoring and delivering the School's objectives.

The School generates a net surplus and as Head you will play a key role in continuing this trend so as to guarantee long-term sustainability. Pupil numbers at the School remain stable, with the area benefitting from the recent trend of families relocating to the southwest. The recent investment in the Development Office should benefit the School financially in the medium term.

Headship is challenging, with increasing financial pressures and parental expectations, so the Governors have put in place a programme of support, mentoring and coaching for the Head. If appointed, you will undoubtedly benefit from this important and forward-thinking initiative.

If you are someone with a genuine love of busy day/boarding schools, in particularly those with a distinctive personality and a strong sense of family and community, you will find Wellington School an excellent match.





## Location, Facilities & Community

Situated in an area of outstanding natural beauty in southwest England, the School and town of Wellington are nestled in the beautiful Somerset hills, within easy reach of the extensive countryside and stunning coastlines of Somerset, Devon and Cornwall, whilst also being accessible by motorway and fast-speed rail links to urban centres such as Taunton, Exeter, Bristol and London.

Handsome red brick buildings surround the impressive cricket pitch and the tarmac parade ground. The Memorial Chapel is in many ways the School's jewel in the crown, built by a former Head to commemorate his nephew who was killed in WW1. The walls bear the names of former pupils killed in all conflicts since that time.

Sports facilities are superb and a remarkable amount is fitted into the compact site. The Olympic standard sports complex includes a fully equipped fencing salle, two performance gyms, a physiotherapy suite and a spectator viewing gallery. The sports hall is set up for badminton, netball, football, indoor hockey, basketball, trampolining and many other disciplines. Indoor cricket nets allow a full-length run-up and there are also bowling machines, digital scoreboards and monitoring facilities. Outside, there are six rugby pitches, nine tarmac tennis courts, which also double up as six netball courts, one floodlit all weather hockey astro, four grass cricket squares and ten grass cricket nets. Other facilities include two squash courts, a climbing wall and a covered, heated swimming pool.

Academic facilities are designed to provide stimulating learning environments and they are always improving, for example upgrading the facilities for STEM are in the development plan. The state-of-the-art Dukes' Library and Study Centre provides a calm atmosphere for study and the popular Café 37 is perfect for relaxation. Sixth Formers have their own bespoke study and social facilities spread over three floors in the recently converted Sixth Form Centre. The School also has excellent facilities for the creative and performing arts, including a professional level theatre space.

Despite its many fine buildings and facilities, Wellington School remains very much an integral part of the tranquil market town in which it stands. There is considerable sharing of facilities and expertise and the School is strongly committed to community outreach. For example, students have worked in the local Cottage Hospital and a nursing home chatting to the elderly, in local charity shops preparing goods for sale, in the local library and in playgroups and nursery schools.

*“The school’s ethos sits well with the local area, producing grounded, considerate students in a kind and supportive atmosphere.”*

**BEST-SCHOOLS**

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## Pupil Profile, Admissions & Public Benefit

In the words of one parent, Wellington's community comprises "*ordinary kids and ordinary families*". Many undertake long journeys to get to the School and indeed the School's location close to a motorway junction makes travel from east Devon (including from Exeter and beyond) and the further stretches of Somerset quite possible. In addition, there is an extensive network of buses laid on. International boarders take advantage of the School's relative proximity to Bristol and Heathrow airports.

For entry assessment at Year 7 and Year 9, as much emphasis is placed on the individual child's interests and personality as on academic achievement. Before sitting online assessments in literacy, numeracy and reasoning, candidates are asked to submit a short piece 'About Me'. About half the intake in Year 7 come from Wellington Prep (it is unusual for pupils not to move up), with others coming from a range of up to 50 local primary schools. Another 25-30 pupils join the School in Year 9.

At Sixth Form level, the minimum requirement for entry is six GCSEs at a grade 4 or above, three of which need to be a grade 6, especially for any subject being taken at A Level.

This year the value of scholarships, bursaries, grants, prizes and other awards made to the School's pupils once again exceeded 14% of total fee income. Scholarships are awarded at 11+, 13+ and 16+ and are awarded for academic, sporting, artistic, musical and dramatic performance and potential. The Wellington School Foundation supports a number of pupils at the School with some bursaries available at 100% of fees.



## Academics & the Curriculum



Though an academically selective school, academics at Wellington are seen as part of wide and broad curriculum that takes place both inside and outside the classroom, reflecting the School's belief that: "education is about sowing seeds – intellectual, cultural, physical, social, moral, spiritual – and knowing that pupils will bloom at different times and in different colours." (School Website). The School develops independent thinkers and resilient learners who are not afraid of academic risk-taking and who have the freedom to learn from their mistakes.

Whilst the School is not restricted by the National Curriculum, the schemes of work of most departments encompass its demands, then go beyond it. Classes are of about 20 in Year 7, with no setting except for Maths. Latin, Spanish and French are taught in Year 7 and in Year 8 pupils continue with Latin and Spanish and select either French or German that continues to Year 9 after which pupils select their preferred options.

The IGCSE syllabus is followed for Maths, English and languages. Most students sit nine out of a list of subjects. Separate GCSE courses are offered in each of Biology, Chemistry and Physics. Each course leads to a separate GCSE qualification. Students are advised to study at least two of the three sciences. A separate level 2 vocational course, BTEC First Principles of Applied Science is also offered. The course is the equivalent of one GCSE and offers an alternative vocational pathway.

The choice of A Level subjects runs to over 20 (plus BTECs in Sport, Business and Applied Science) and every effort is made to accommodate any combination of subjects.

The results for the 2023 external examinations show Wellington School to be above the national average at all grade points at both A Level and GCSE. At A Level in 2023 11% of the grades awarded were at A\*, 29% of grades were awarded A\* to A, and 81% were awarded A\* to C. At GCSE in 2023 20% of the grades were awarded grades 9-8, 33% of grades were awarded 9-7, and 87% were awarded 9-4.

There have been notable recent academic successes in Maths, Physics and Computer Science and the School is proud of its silver CyberFirst accreditation, a government initiative to encourage young people to engage with computer science and to promote a structured approach to excellence in cyber security education.

The School supports pupils in many external competitions (such as Olympiads) and there is also a vibrant range of enrichment activities offered across the School by each department, including a programme of trips to performances, exhibitions, lectures and debates.

The appointment of two Academic Scholars and More Able Pupils' Co-ordinators (one for Years 7-9 and another for Years 10, 11 and the Sixth Form) and a new Head of EPQ reflects the School's ongoing commitment to providing pupils with opportunities to develop the skills and attributes required to be reflective and independent learners, and to develop their research and communication skills.

*"Nobody could describe the place as a hothouse and no-one wants one, yet the school appears to get the best out of everyone by instilling the self-belief needed to aim for the stars."*

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# Sport, the Arts & Co-curricular Activities

## Sport

The main seasonal sports are played by pupils across the School: boys' rugby and girls' hockey in the Autumn, boys' hockey / rugby sevens and girls' netball in the Spring, and boys' and girls' cricket and athletics in the Summer. All are encouraged to participate and there are weekly inter-school fixtures at all age groups. In addition, a wide range of other sports are provided, including basketball, badminton, gymnastics, dance, tennis, squash, yoga, table tennis and swimming as well as circuit training and general fitness training.

Especially talented athletes are invited to join the targeted athlete programme, where they develop the physical and psychological aspects to succeed at a high level in their chosen sport. There are particularly strong links with Somerset County Cricket and Bristol Bears Rugby Academy and currently over 30 pupils play at county level.

Whilst Wellington is undoubtedly and proudly a 'sporty school' there is a considerable emphasis on the linkage between sport with health, under the umbrella of the sports performance and wellbeing department, where important matters such as diet and body image are dealt with openly.

## Drama

The growth of the performing arts is one of the School's great success stories of the last few years. The Great Hall stages major productions and a smaller studio space (opened by David Suchet, a former pupil) adds capacity and a more intimate setting for the wide range of drama offered. Every pupil has the chance to perform on stage at some point within their time at the School and they also have the opportunity to experience the technical side of theatre.

Drama at Wellington has a history of high-quality performances and a number of students have gone on to study drama at University and pursue a career in theatre. A challenging production of "Antigone" is currently being rehearsed. A Sixth Form pupil

has recently become a member of the National Youth Theatre and a Year 8 pupil performed for six months in a recent West End production of 'Mary Poppins'. The popularity of LAMDA continues to grow and over 250 students took an examination last year.

## Music

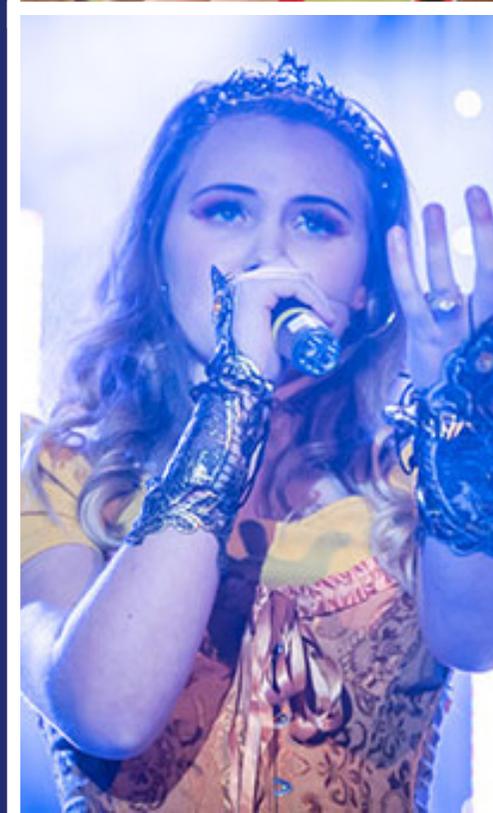
Wellington actively fosters a love of music and performing in all pupils. There are frequent opportunities to perform – be it choral, orchestral, jazz, rock or pop music – and the standards are consistently impressive. The music department is a vibrant and joyful hub with constant activity, sounds and energy.

Wellington forged the world's first official school partnership with premium Austrian piano maker Bösendorfer (part of the Yamaha Group) and its pianists are at the forefront of music-making, though there is also a wide variety of choirs, ensembles and groups; together with a strong tradition of musical outreach, such as an annual 'Come and Sing' day for local primary schools. The Wellington Young Musician programme was launched back in 2020, with competitors in three different experience classes competing for a range of prizes. This initiative ensures a vibrant approach to instrumental learning, as the School campaigns to promote participation in a wide range of instruments.

## Art & DT

Students are encouraged to enjoy, produce and engage with art so they become fully independent and creative thinkers. The innovative and progressive art curriculum and the vibrant and busy art studios lead students to new heights of creativity, whether working towards public examinations or just for fun. It is a source of pride to the School that several students are able to go straight to art college without the need for a foundation year.

Design Technology also offers pupils impressive facilities, space and opportunity. There are two large rooms with a laser cutter, 3D printer and traditional forge and anvil, plus a dedicated computer room for CAD.





## Activities

Beyond the classroom, inside and out, students have ample opportunity (and indeed are expected) to find interesting ways to spend their time. The Co-Curricular Directory lists over 200 activities that pupils can participate in outside of the classroom. Clubs are laid on as an extension to academic or creative subjects, broadening into politics, creative writing and film club. There is also an extensive community programme, Citizens Wellington, for those who enjoy offering public service in this way.

Outdoor education is a particular speciality at Wellington with huge take-up for the CCF, DofE and Ten Tors. The School's belief is that a busy pupil outside the classroom will be a successful one inside it; and that the easily accessible hills, rivers, caves and rock faces provide a great opportunity to develop those soft skills that are not reflected in exam results.

Trips near and far supplement the local activities curriculum, from Year 7 camping trips to Exmoor to a Sixth Form expedition to the Atlas Mountains in Morocco, all providing the opportunity to develop resilience, teamwork, resourcefulness, leadership and public service.

## Houses, Pastoral Care & Safeguarding

Following a recent wide and inclusive review, the School's six Houses are now fully co-educational and run throughout from Reception to the Sixth Form. Boarders also have the single-sex boarding Houses that they physically live in, but are all allocated to one of the six School Houses, alongside the day students, so they are fully integrated into the life of the School. All pupils are also part of a tutor group, which is co-educational and year group based.

Tutors play a crucial role in overseeing pastoral care and academic progress and are the first port of call for any problems or issues. All pupils have weekly sessions with tutors and their Houses. There is also a Head of each Year who closely monitors day-to-day progress and is an essential point of contact.

Safeguarding is a key focus of life at Wellington. The School has an experienced Safeguarding Team who have positive links with both Devon and Somerset Children's Partnerships. The team includes a Mental Health Lead who as a qualified Social Worker, plays a key role in the pastoral life of the school. Academically, the school has an appointed PSHE and RSE Lead who co-ordinates a structured curriculum for Years 7-11. The Head of Sixth Form co-ordinates for Years 12 and 13.

*“Schools endlessly talk up the importance they place on the individual child, but here it rings truer than most.”*

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# Boarding

The boarding community is central to the rich and diverse environment that is Wellington School. Around 150 boys and girls, accommodated in five boarding Houses, are provided with the perfect environment in which to thrive, looked after by a dedicated team of boarding staff who work hard to create a 'home from home' environment where boarders are supported to develop good relationships, based on a culture of mutual trust and respect.

Wellington offers full, weekly and flexi-boarding options. Some boarders come from the UK, but most are from overseas and numbers continue to grow, as does the range of countries from which they come. Most of the international boarders come for a full course to GCSE and/or A Level but there are some European pupils who join Wellington for a term or a year to gain experience of an English boarding school education and to improve their language skills. There are no fixed exeat weekends and the small number of full boarders are free to go home with other students, or to their guardians, at weekends where possible and as appropriate. Those remaining are offered a varied programme of activities both indoors and outdoors on Saturday mornings and on Sundays. Boarders participate in the School's widespread sports' fixtures programme on Saturday afternoons.

*“Accommodation we saw was super – light, bright and modern, complete with kitchens and space to relax on the sofa; house staff seemed delightful too. The Grange (for junior girls), with its single rooms and ensuite bathrooms, is top of the pops - no rooms take more than two.”*

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## The School Community

The School also works closely with other charities and public organisations to develop social awareness in the pupils and widen public access to the schooling and facilities available. Wellington School also benefits from a thriving network of past pupils and other supporters through the Old Wellingtonians' Association and Friends of Wellington School. As the second largest employer in the town, there are few families in Wellington who do not have some form of connection with the School.

This community beyond the School gates is therefore an integral part of the identity of Wellington School and the School is deeply committed to supporting it to the very best of its ability. Whether in the form of bursaries, sharing of facilities, community service or hosting joint learning and events, the School supports local families, schools and partners in many varied ways. Working in conjunction with local organisations is an important part of this community involvement and the School is proud to be making a difference to the local environment and having a voice in developments such as:

- Citizens Somerset - working on campaigns for bus routes, street safety and a listening campaign for mental health.
- Transition Town Taunton - working together to educate the community on environmental issues.
- Somerset West and Taunton Council - working with councils who are preparing a Wellington Place Plan to regenerated areas.
- Local ACF - support from School's CCF on drill rehearsals and range shooting.
- Exeter University – working alongside their Centre for Circular Economy.

# Governance & Leadership

The School Governors are all volunteers who give of their time generously. The Governing Body consists of seven nominated Governors and up to nine co-opted ones. The seven nominated Governors are appointed by respectively: the Old Wellingtonians, the Friends of Wellington School, The Lord Bishop of Bath and Wells, Wellington Town Council, a Higher Education Institution (currently the University of Bristol), and two by (but not of) the teaching staff.

Close care is taken to ensure that within the Governing Body there is a diversity of views, experience and skills including representation of views of parents. The Governors offer support and advice to the Head(s) and are a willing sounding board for the sharing of concerns and the development of new ideas.

The day-to-day running of the School is delegated to the Head of Wellington School. The Head of the Prep School is responsible to the Head for the day-to-day running of the Prep School. The Head and Head of the Prep School attend meetings of the Governors and Committees. Members of the Senior Leadership Team attend the committee meetings relevant to their area of responsibility.

Wellington School is in membership of the Headmasters' and Headmistresses' Conference (HMC), the Independent Association of Prep Schools (IAPS) and the Boarding Schools Association (BSA), and the Independent Schools Bursars' Association (ISBA).





## The Role

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

The Head will be responsible for the day-to-day management of the School across the 3-18 age range, ensuring the site operates safely and the pupils receive an excellent and enriching educational experience built on the pillars of outstanding relationships, the pursuit of excellence and a love of learning.

The Head will be responsible for leading a strong team and for creating an environment in which pupils and staff are all well-known and valued and inspired to develop their full potential within a community and culture of enthusiastic and inclusive participation.

The Head leads and line manages the Senior Leadership Team, currently comprising the Deputy Head (Academic), Deputy Head (Pastoral), Deputy Head (Co-Curricular), the Head of the Prep School, Director of Finance, Director of Development, Director of Human Resources, and the Director of Operations.

Key areas of accountability encompass:

- Strategic Planning.
- Marketing and Admissions.
- Teaching, Learning and Curriculum.
- Safeguarding and Pastoral Care.
- External Engagement and Communications.
- Whole School Leadership.
- Management and Financial, Estates and People Management.

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

### Strategic Leadership

- Work with the Governors and the Senior Leadership Team to develop and communicate a vision consistent with the Wellington School ethos to the staff, parents, pupils and the wider community.
- Translate the vision into coherent, achievable plans to appropriate timescales.

- Recognise the national and international economic and political challenges and deploy commercial acumen to the business aspects of the School, seeking opportunities for the School to grow and enhance its revenue, including national and international partnerships and expansion.
- Understand the importance of the Foundation and the Development Office and contribute to the strategic planning required to secure further donations for bursaries and capital projects.
- With the Head of Prep, continue to develop and articulate a vision for a seamless education through the School for pupils from aged 3 to 18 years.
- Lead on the marketing and admissions strategy to recruit and retain pupils by clearly articulating Wellington School's distinctive offer and its delivery against the local maintained and independent school competition.
- Maintain the traditional UK and international markets for boarding whilst also exploring new opportunities and strategies to sustain the number of boarders from a diverse range of countries and cultures.

## School Management

- Secure the confidence and loyalty of all stakeholders by providing strong, dynamic, thoughtful, and accessible leadership to the whole community, whilst managing change successfully.
- Have a comprehensive understanding of budgets, financial controls and parameters. With the Director of Finance, the Director of Operations and the Director of HR, ensure effective strategies, policies and practices are in place to manage the financial, human and physical resources of the School to successfully deliver the School's vision.
- Promote equality, diversity, and inclusion across the school community.
- Take overall responsibility for the delivery of excellent pastoral care for all day and boarding pupils in line with safeguarding legislation, including safer recruitment, and working alongside external agencies as appropriate.
- Recruit and lead well-qualified teaching and professional support staff, deploying them skilfully, maintaining their morale and showing commitment to their wellbeing.
- In partnership with the Director of Operations, ensure all administrative, estates, catering and domestic teams are deployed and operate efficiently and effectively.
- Maintain effective strategies and practices for staff induction, professional development, performance review and leadership experience.
- Create and develop cohesive and proactive senior management, educational, pastoral and boarding teams, ensuring that their roles and responsibilities are clear and that the highest standards of performance are set and maintained.
- Ensure compliance with all aspects of the legal framework of education policy, Health and Safety guidance, Child Protection and Safeguarding

regulations, the Independent School's Standards (ISSRs), National Minimum Standards (NMS) and all other statutory regulation applicable to the School.

- Oversee the School's readiness for inspection by the Independent Schools' Inspectorate.
- Ensure appropriate crisis management plans are in place.
- Actively embrace lifelong learning and opportunities to enhance the Head's own professional growth and development through coaching and mentoring.

## Academic Leadership

- Foster a learning environment which is engaging and ambitious, and which promotes the love of learning and the pursuit of excellence.
- 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.
- Oversee innovative and effective curriculum planning across the Senior and Prep School with appropriate allocation of resources and sharing of good practice.
- Evolve and model creative and innovative approaches to teaching and learning.
- Harness the potential for ICT and AI to enable innovative and effective approaches to learning and teaching.
- Ensure pupils across the whole ability and age range are encouraged to take responsibility for their own learning, including research and analysis, to 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, data recording, benchmarks and feedback to monitor progress in each pupil's learning.
- Sustaining and enhancing the school's academic achievements in public examinations and providing high quality advice and encouragement for pupils' higher education and future careers.
- Create a seamless educational experience for pupils as they transfer across phases.
- Ensure parents are fully informed about their child's academic progress and development.

## Co-curricular Leadership

- Support, further develop and maintain enthusiasm for 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, visits overseas 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 Wellington School community.
- As Head, maintain a regular, visible and enthusiastic presence in support of pupils' activities across the full range of the co-curriculum.

## Pastoral Leadership

- Uphold the highest standards of pastoral care in both day and boarding by building on Wellington School'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 day and boarding 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.
- Promote the physical, spiritual, moral, social, emotional and cultural well-being of pupils as a priority within the community and work collaboratively with relevant agencies where appropriate.
- 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.

## Communications and External Relations

- Establish a presence within the catchment area, promoting Wellington School 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.
- Ensure that the School's long tradition of outreach and charitable work is continued and strengthened.
- Develop and maintain good relationships with local nurseries, feeder schools, international recruitment agencies and leavers' destinations.
- Build strong relationships with the parents, carers and other stakeholders, in both the Prep and Senior Schools and maintain excellent communication with the parent body at all times.
- Work with the Foundation, supporting and encouraging their initiatives and efforts.
- Attend events and occasions across the whole School and in the local community, acting as a role model, recognising and appreciating the pupils and the staff's efforts and supporting their endeavours.
- 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 Friends for example, and actively support their activities.
- Engage with professional associations, external agencies and other appropriate bodies.





# The Person

## Qualifications and Experience

- Good honours graduate with an extensive understanding of the independent schools' sector and preferably post-graduate leadership or management qualifications.
- Strong academic and intellectual credentials and a good track record of broad involvement in life outside the classroom.
- Evidence of regular and relevant professional development.
- Demonstrable success in a leadership role in a comparable day and boarding school environment and through significant periods of change and development.
- Evidence of exceptional, collaborative and empathetic leadership skills and experience of comprehensive staff management processes, e.g. recruitment, development, retention and performance management.
- Strong financial understanding and broad commercial skills. Experience of aspects of the 'business' of a school including marketing, pupil recruitment, additional sources of income and fundraising.

- A proven track record in raising standards through, for example, using target setting, data analysis and curriculum innovation. A desire to drive improvements in teaching and learning including the use of technology.
- In depth understanding of all the phases in 3-18 education and the key education issues and developments, from primary through to higher education.

## Professional Skills

- Ability to inspire, challenge, motivate and empower teams and individuals to achieve goals that are centred on the processes to achieve 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.
- Broad commercial and business acumen; skilful management of financial and marketing objectives and an involvement with fundraising.

- Collaborative and consults others when identifying and implementing change and innovation; evaluates impact and sees things through.
- Strong management skills: committed and able to manage in a transparent and open manner and operate with integrity.
- Ability to address difficult issues and take difficult decisions, conveying outcomes clearly and sensitively to staff, parents, pupils and other stakeholders.
- Ability to delegate effectively and devolve responsibility to appropriate staff.
- Significant experience of building and sustaining effective relationships with staff, pupils, parents, guardians and other stakeholders.
- Empathy and skills to run an inclusive and diverse school community, valuing and promoting inclusion.
- A thorough understanding of a Head'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.

## Personal Qualities

- Inspirational, engaging and enthusiastic leader capable of a collaborative approach, building trust, confidence and developing team spirit.
- Gravitas and presence.
- Emotionally intelligent and self-aware; committed to continuously developing self.
- Stamina and resilience.
- Approachable, 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, display empathy 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 participation in the extracurricular life of the school, including outside of standard working hours.





## Terms & Conditions

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

A competitive salary (reviewed annually effective 1st September) will be offered commensurate with the status and responsibilities of the role, and supported by a remuneration package to include:

- Accommodation free of maintenance, rent, utilities or council tax (subject to HMRC the value of some benefits may be taxable as benefits in kind).
- Defined Contribution Pension Scheme.
- Private medical insurance for the Head and their family.
- Generous staff fee remission scheme.
- The Head is entitled to take holidays during the normal school holidays except where their presence is required for proper execution of their duties as Head.
- The Head's appointment will be subject to three academic terms' notice.

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 UK and qualifications.
- Medical fitness to carry out the duties of the post of Head.
- An online social media/internet check.

# Application Process

RSAcademics is assisting Wellington School in the search and 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:

Camilla Oulton, Search Consultant  
[camillaoulton@rsacademics.com](mailto:camillaoulton@rsacademics.com)

Peter Bodkin, Senior Advisor  
[peterbodkin@rsacademics.com](mailto:peterbodkin@rsacademics.com)

**The deadline for receipt of applications is 10.00am on Tuesday 13<sup>th</sup> February 2024.**

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 Mrs Anna Govey, Chair of the Governors. The letter should explain your reasons for applying.

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

The process is as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact RSAcademics by telephone.
- Preliminary Interviews will take place with RSAcademics via Teams by appointment on **Friday 16<sup>th</sup> and Tuesday 20<sup>th</sup> February 2024.**
- Long List interviews will take place with the Governors at Wellington School on **Friday 8<sup>th</sup> March and Saturday 9<sup>th</sup> March 2024.** Candidates will only be required on one of these days.
- Final Short List interviews will take place at Wellington School on **Wednesday 20<sup>th</sup> and Thursday 21<sup>st</sup> March 2024.** Candidates will be required to attend on both days.

*Wellington School is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expect 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 Wellington School's child protection policy can be found on the School's website and alongside the application form on the RSAcademics' 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.



Because the world needs schools to **thrive**