



KING'S COLLEGE SCHOOL WIMBLEDON



**DIRECTOR OF DIGITAL SYSTEMS &
TRANSFORMATION**



WELCOME TO KING'S COLLEGE SCHOOL

Thank you for your interest in joining our school community.

King's is one of the most successful schools in the world, and our community is a special place to teach, work and learn. Educating over 1,500 pupils, we currently welcome boys aged 7-18 and girls aged 16-18, and we are excited to be extending co-education throughout the King's community from 2029. Our pupils are curious, creative and eager to learn, and the dedication, expertise, and care of our staff lie at the foundation of everything we do. Located in a peaceful part of London, opposite 1,140 acres of countryside offered by Wimbledon and Putney Commons, within minutes of central London and just a short walk from Wimbledon Village and the home of lawn tennis, we are fortunate to enjoy a green and well-resourced campus.

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 in the world.

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 Independent International Baccalaureate School of the Year in The SundayTimes 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 ensuring that ours is a community where each individual feels that they can belong, are central to our ethos. Likewise, we share a deep commitment to the co-curriculum, which enables our 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 represent an exciting time for King's as we embark upon the next chapter of the school's development and prepare to enter our third century in 2029. Over the coming decade, we are extending co-education throughout King's so that any young person will have the opportunity to flourish here. With the relocation of our Junior School to a new world-class campus on The Downs, we plan to transform our main campus over the coming years, further enhancing our facilities to extend the opportunities on offer to our pupils and communities. Likewise, as the world changes around us, we are constantly considering how we can best enable our pupils to create their futures. We hope you consider joining us for this adventure.



Dr Anne Cotton
Head



THE ROLE

Reporting to: Bursar

Purpose of the Role

The Director of Digital Systems Transformation (DDST) will lead the planning, development and improvement of the school's digital systems (hardware and software, including staff and pupil devices). This includes identifying new systems, improving existing systems, simplifying processes, strengthening data integration, and building capabilities across people, processes, and technology. The postholder will play a key role in supporting the school's digital vision and roadmap as a permanent member of the Digital Steering Group, ensuring the safe and sustainable adoption of new systems and workflows. The DDST serves as a bridge between teaching and professional services departments, ensuring that staff experience informs priorities and that system developments optimise teaching and operational activities, and are rolled out with minimal disruption.

Key Responsibilities

1. Digital Architecture and Ecosystem Design

- Lead a review of the current systems landscape (applications, data, integrations, infrastructure) to identify opportunities and shape the future state.
- Reduce duplication and complexity; establish standards for interoperability, central data source, and data quality.

- Manage the system catalogue and integration blueprint, ensuring new solutions fit the architecture and have clear ownership.
- Stay up-to-date with emerging technologies (including AI) and educational sector trends, and work closely with the Assistant Head (Innovation) and the Digital Steering Group in supporting the school with the implementation of appropriate tools, solutions and training.

2. Core Systems Strategy

- Lead a structured review of the school's Management Information System (MIS), including a formal sustainability and options appraisal.
- Partner with colleagues across the school to drive the modernisation of existing systems, ensuring the adoption of technology solutions that are best-in-class, scalable to meet future demand, and efficient in supporting the needs of each area of the school's operations.
- Lead the planning for the delivery of new and existing systems (hardware and software, including staff and pupil devices), ensuring platforms are implemented successfully and continue to perform reliably in support of day-to-day operations.
- Work with the Assistant Head (Innovation) to champion improvements to the digital experience of staff, students and parents.



THE ROLE (continued)

3. Data, Reporting, and Assurance

- Develop a clear data strategy and operating model covering ownership, stewardship, data quality, and access.
- Lead the development of data and insight capabilities to enable the school leadership to make well-informed strategic decisions, identify trends and respond proactively to emerging challenges and opportunities across the school and wider sector.
- Oversee the use of data insights to support performance monitoring and statutory reporting across the school.
- Coordinate internal quality checks and schedule independent or external reviews to assess control effectiveness.
- Enable accessible, meaningful data tools to support pupil tracking in all areas of school life.

4. Portfolio, Programme, and Change Management

- Work with the Assistant Head (Innovation) on the strategic portfolio management of digital improvement initiatives with clear priorities and benefits tracking.
- Define delivery methods (e.g. plan phased releases, pilots), and establish success measures.

- Establish a change network and communications plan, conducting listening exercises and stakeholder demonstrations.
- Ensure solution designs include service transition plans and consider impact on costs and school operations.

5. Risk Management and System Governance

- Identify, assess and mitigate risks related to cybersecurity, data privacy, system availability, integrations and third party vendors.
- Define and oversee the approach to cybersecurity risk management across digital systems, including risk assessment, security controls, monitoring and incident response to safeguard school's data and services.
- Lead business continuity and disaster recovery planning for all systems.
- Oversee system audits, vulnerability assessments and penetration testing programmes.
- Manage vendor risk assessments and performance against service level agreements.



THE ROLE / THE PERSON

6. Capability, Training, and Communication

- Promote a culture of responsible digital innovation and confidence in the use of technology.
- Identify skills gaps and develop a focused upskilling programme for the IT team and wider staff.
- Create clear guidance, templates, and resources to support the adoption of new systems.
- Establish clear and consistent communication approach around new systems, changes or updates to existing systems, ensuring users understand benefits, impacts, and available support.

7. Partnership, Procurement, and Vendor Strategy

- Collaborate with peer schools, sector organisations, and suppliers to share best practice.
- Develop procurement strategies and evaluation criteria prioritising sustainability, interoperability, and total cost of ownership.
- Oversee strategic vendors and specialist partners, ensuring knowledge transfer and value.
- Ensure all partnerships and solutions are aligned with the school's educational ethos, safeguarding standards, and inclusive practice.

8. Collaboration with Operations

- Ensure strategic plans are practical; co-create release plans with the Director of IT (Operations).

- Work closely with the Director of IT (Operations) to ensure that the school's IT infrastructure, network, and security systems are resilient, future-proof, and capable of scaling up with the school's growth, creating a digital environment that is fit for purpose today and positioned to support the school's vision for future.
- Collaborate with teaching and professional services staff to coordinate implementation of new systems ensuring smooth implementation and alignment with operational processes.

PERSON SPECIFICATION

Qualifications

- Honours degree or equivalent professional experience.
- Training or certification in digital strategy, enterprise architecture, systems integration, data governance, or programme management is preferred.

Experience

- Significant senior experience in digital enterprise architecture, or CIO-level roles.
- Proven track record of delivering digital transformation, systems integration, and simplification.
- Experience leading major reviews and procurements (e.g. MIS/KIM, HRIS, finance platforms).



THE PERSON (continued)

- Experience working with academic users and professional services, bridging differing needs.
- Experience designing data governance approaches and enabling compliant, effective data usage.
- Experience building digital capability and delivering structured training or upskilling programmes.
- Experience providing strategic leadership and line management oversight across multiple teams.
- Experience working with complex datasets to promote school improvement and operational efficiency.
- Experience with school MIS systems.

Skills and Competencies

- Strategic thinker able to translate vision into actionable roadmaps.
- Strong understanding of enterprise architecture, integration design, and data modelling.
- Clear and persuasive communicator; able to tailor messages for academic and operational audiences.
- Experienced in programme leadership, risk management, prioritisation, and benefits realisation.
- Able to design accountability structures that accelerate delivery.

Personal Qualities

- Empathetic, approachable, and credible across varied professional groups.
- Curious and evidence-focused; balances innovation

- with proportionate risk control.
- Collaborative and diplomatic; able to unite stakeholders around shared goals.
- Committed to sustainable change and reducing reliance on key individuals.

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 teaching of Computer Science and/or supporting the co-curricular or pastoral life of the school.

TERMS & CONDITIONS

- Salary: competitive
- Full-time.
- There will be an expectation of additional hours of work during evening and weekends, as required to meet the requirements of the role.



HOW TO APPLY

Closing date: Tuesday 17th March 2026 at 9am

kcs.org.uk or telephone the HR department (020 8255 5308) to find out more.

Interviews: Tuesday 24th March 2026

We are happy to reimburse reasonable travel expenses.

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 which includes a covering letter:

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.

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

Arrangements will be confirmed prior to interview, and further details provided.

We welcome enquiries or questions regarding this position, including about adjustments to be made during the recruitment process: please contact recruitment@kcs.org.uk



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.

Professional services staff at King's maintain high professional standards. They work within clearly structured departments but also collaboratively with other departments and with teaching staff. There are termly meetings for the whole support staff, which are complemented by bespoke training sessions. Individual staff members who wish to enhance their professional development are supported.

Whilst there are high expectations of support staff, they receive rewards for their efforts:

- Competitive salaries well above London and national averages
- 25 days' holiday per annum plus English statutory public holidays – 33 days in total (pro rata, where relevant)
- Contributory support staff pension scheme – employees are eligible to join after 3 months' service with a 10% employer contribution / 5%

- employee contribution
- 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
- 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), pro-rata based on hours and weeks worked
- Invitations to school productions, concerts and events during the year

WORKING AT KING'S - STAFF PROFILES



"Since joining King's in 2019, I can say that this is a fantastic school that supports staff, as well as students to their highest standard. There have been many opportunities for me to grow within the IT department. Everyone I have come across at King's has been extremely helpful and welcoming. I feel honoured to work here"

- Mr Dixon
IT Helpdesk Manager



"My experience of working at King's has been overwhelmingly positive. It is a beautiful place to work, but it is the people who really make it special. I have found all of the staff to be warm, friendly and incredibly aspirational for the pupils and the school."

- Mrs Beverley Hunter
Bursaries and Access Officer



"Joining King's in 2006, my role as team leader, Science Department, is to oversee the operational functioning of the laboratories. As a team of six technicians our primary remit is to deliver a range of practicals to support teaching excellence across all science disciplines. My career at King's has been rewarding in so many ways but a particular highlight has been the re-design of a modern, multi-functional central prep room - this has transformed the way the team communicate, share our varied skills and manage a busy workload."

- Mrs Danckwerts
Team Leader - Science Technicians



"I've been working at King's College School since 2016. It is an outstanding school that offers our students so many opportunities. Working at King's College School is a great opportunity to gain experience, meet wonderful people and expand your horizons to the world."

**- Mr Laska
Porter**



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.



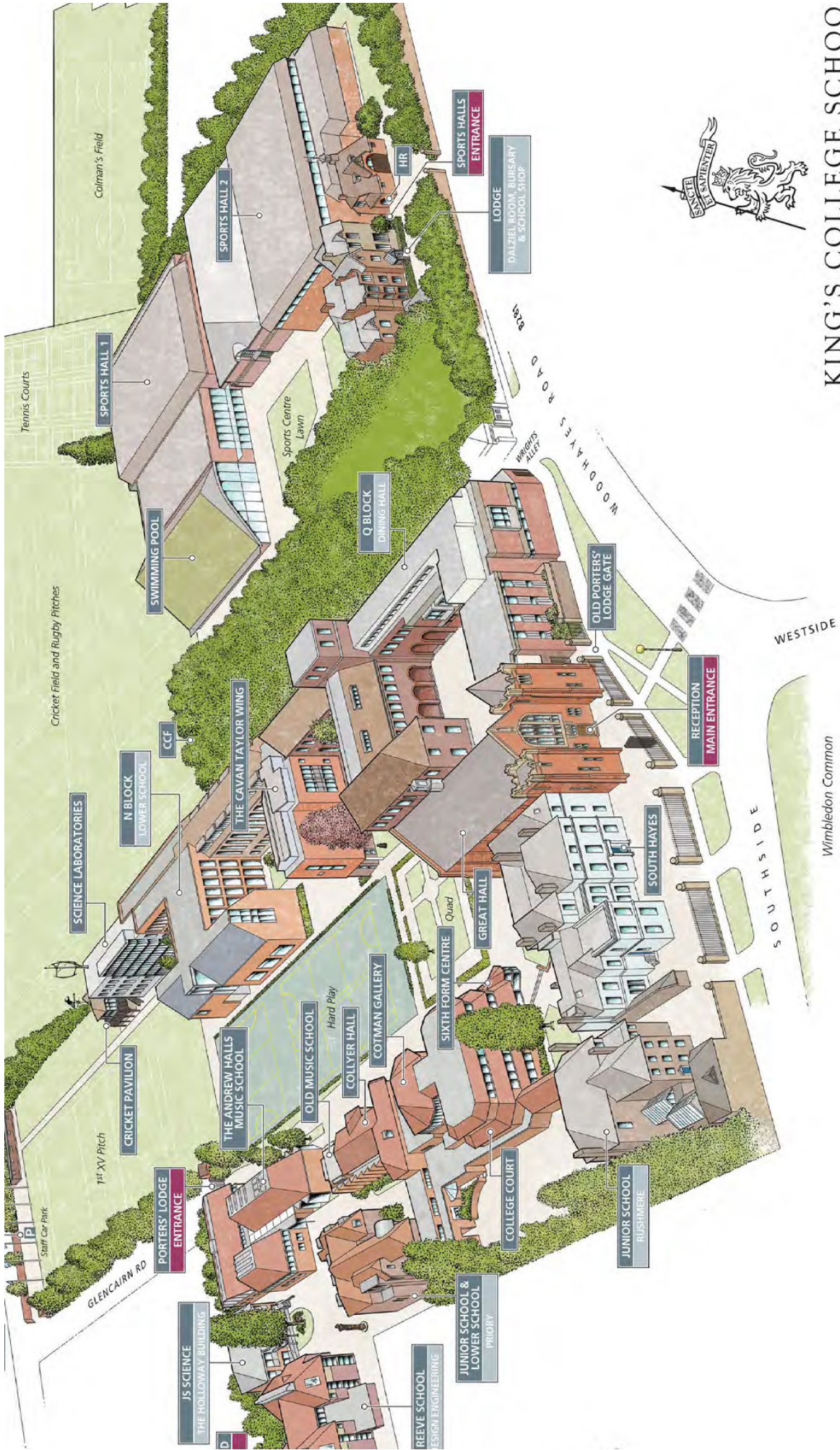
LIVING AND WORKING IN WIMBLEDON

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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