



King Edward's

WITLEY

Appointment of a
Head of English



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Executive summary

This is an exceptional leadership opportunity for a new Head of English to join a flourishing boarding and day school, set on an attractive 100-acre campus and in a beautiful part of rural Surrey.

The successful candidate will be an enthusiastic and inspirational teacher with high ambitions for the pupils under their charge, for the department, and for the whole School in whose intellectual and cultural life they will be a driving force. The *acquis* of the Head of English derives from the potential for literature, as with all creative art, to reconcile the universal with the unique – in this case, by bringing the universal cultural heritage and communicative potential of the written and spoken word into sharp focus within the community.

They will, *inter alia*:

- instil and nurture the highest standards of personal and academic development in our pupils
- lead and support the School's ongoing drive to raise academic ambition and attainment particularly as expressed in public exam results
- identify and take opportunities to proselytise for the capacity of imagination and narrative (in the broadest sense), expressed in speaking and writing, to enhance all the above.

In their leadership of the department, additionally, they will

- possess the rigour and vigour to lead continual development, improvement, learning and renewal

- ensure that pupils' learning is at the heart of their departmental leadership, and

- support pupils and colleagues to achieve their fullest potential, providing effective management, leadership and development to ensure a positive and forward-thinking workplace.

This role will therefore suit those with ambitions for senior leadership within a few years. It is an important appointment for the continuing academic growth of the School, at an exciting moment following significant investment into new buildings, with growing pupil numbers and clear evidence of development in all areas of School life.

All full-time teachers have responsibility for academic tutoring of around 16 pupils. Part of the tutoring responsibility involves a duty evening in one of the Houses. All full-time staff also play a part in the co-curricular and pastoral life of the School according to their skills and aptitude: at King Edward's a very wide range of sports, arts, community and other activities is offered, in the afternoons and on Saturday mornings. Although there are no lessons on Saturday mornings, the weekend programme is a busy one and all teaching staff should expect to participate in one way or another.



King Edward's – yesterday, today, tomorrow

As one of the longest-standing co-educational schools in the country and one of only two remaining Royal Hospitals from Tudor times, King Edward's Witley has a rich history of providing an education which is holistic, inclusive and progressive.

YESTERDAY

Nicholas Ridley, Bishop of London, convinced the boy King Edward VI to grant his palace at Bridewell on the banks of the Thames to the Lord Mayor of London, so creating the parent foundation – Bridewell Royal Hospital – as a place for the training and education of poor children in 1553. In 1860, the new charity scheme for Bridewell Royal Hospital was created and the House of Occupations was renamed King Edward's School admitting boys and girls from aged 10.

The pupils from King Edward's Boys' School moved to its current site in Witley in 1867 and the School now occupies around 100 acres of stunning Surrey countryside. The School became co-educational again in 1952 and 2017 marked the 150th anniversary of the Witley school on its current site.

TODAY AND TOMORROW

We are steadfastly proud of our heritage and longstanding engagement with the City of London through the Bridewell Foundation. King Edward's Witley and Barrow Hills School are the operational arms of Bridewell Royal Hospital, a charitable Foundation from which both schools inherit

a culture with diversity, generosity, opportunity and social responsibility at its heart, combining a global outlook with a sense of local belonging. More concretely, a significant endowment from Bridewell allows us to provide boarding places to pupils with a clear boarding need – our Foundationers.

King Edward's holds true to its Founders' mission to offer a foundation for life to young people from a range of backgrounds. At King Edward's this means an exciting and challenging curriculum, a broad range of sporting, artistic, social and cultural opportunities and an environment which is specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

Pupil experience is at the heart of what we do. The School has over 470 pupils, many of whom are day pupils from primary and Prep Schools, and pupil numbers are growing. Boarding is a core pillar of the King Edward's community, with over 140 boarders accommodated in Houses including an Upper Sixth pre-university House.

All pupils, day and boarder belong to a House and are cared for by their Housemaster/ Housemistress and their team.



King Edward's – yesterday, today, tomorrow *continued*

Around 30% of pupils live abroad, in over 30 different countries and there is a growing cohort of local day pupils. The Sixth Form generally numbers more than 100 pupils, most of whom go on to study at Russell Group, Oxford and Cambridge (in small numbers), and leading European or US-based universities.

Tradition continues to be highly valued and close links with the City of London remain through the Court of Bridewell (Board of Governors). The Lord Mayor attends Admissions Day and the School's annual Foundation Day Service at St. Bride's Church. Pupils participate in a range of events and activities associated with the City of London, perpetuating the School's links with its historic roots.

The School has a long tradition of philanthropy and addressing disadvantage and vulnerability. King Edward's offers welfare

bursaries through the Bridewell Foundation, livery companies and other charities, for young people who are less advantaged and who have a particular need for a boarding education. Over 50 pupils are supported by the Foundation and other charities with financial contributions equal to annual boarding fees to attend the School. King Edward's is proud of its ongoing work transforming the lives of disadvantaged young people through providing a safe, fulfilling and purposeful educational environment.

The Head is a member of HMC.

Further details of the School are to be found in the Independent Schools' Yearbook, or on our website www.kesw.org.





Academic life and life beyond the classroom

ACADEMIC LIFE

King Edward's offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically global society.

The School follows the National Curriculum but learning goes well beyond this, enabling pupils to think critically, study broadly but also in depth, and pursue interests in the creative and active sides of life, devoting attention to the wider community. Therefore, the School has two exam pathways at Sixth Form: A-Levels and BTECs to allow pupils to pursue different routes through the post-16 curriculum.

The School is building its academic profile and sees this as its highest priority. Whichever pathway they take, all pupils are encouraged to be independent thinkers, develop a love of learning and be open-minded and principled.

LIFE BEYOND THE CLASSROOM

The 100-acre site at King Edward's and excellent facilities ensure that the School can provide co-curricular and enrichment opportunities that are extensive and wide-ranging. Pupils follow a balanced programme of activities based on the CAS (creativity, action, service) element of the International Baccalaureate.

There is significant ongoing investment into the School's facilities, notably the Academic Hub and Reception area containing a Learning Resource Centre, and a fully refurbished day and boarding House for the Upper Sixth girls and boys.



Pastoral care and boarding

“Pupils of all ages demonstrate outstanding levels of respect for diversity and other cultures... [they] contribute enthusiastically to boarding and the community... [and] have a highly developed sense of moral understanding.” ISI 2022

King Edward’s has a uniquely diverse pupil body – culturally, socially and economically – and this forms a key part of its identity and ethos. Pupils benefit hugely from the outstanding care and support that the School provides which is inclusive and outward-looking.

Unique paired Houses share common rooms, kitchens, television and music rooms allowing girls and boys to mix naturally. This is particularly valued by parents and characterises the School’s belief in engendering equality in the community.

Housemasters/ Housemistresses lead each House, ensuring pupils are treated as individuals and encouraged to pursue their passions.

The School also offers weekly boarding and flexi boarding which is particularly popular with parents from London who wish their children to benefit from the countryside and a boarding environment but retain some flexibility.



Leadership, management and governance

The Head of King Edward's Witley chairs the Senior Management Team, comprising the Director of Finance and Operations; Deputy Head; Director of External Relations; Deputy Head Co-Curriculum; Deputy Head Academic; Director of Studies and ICT; Head of Middle School; Head of Sixth Form, and Registrar.

The Senior Leadership Team, also chaired by the Head, oversees important operational matters and currently comprises:

- Mr J Andrade, Head of Lower School
- Mr J Benson, Registrar
- Mr T Campbell, Head of Middle School
- Mr D Corran, Deputy Head
- Mr R Davies, Deputy Head Academic
- Mrs S Denness, Director of External Relations
- Mr M Harrison, Deputy Head Co-Curriculum
- Dr A N Lennard, Director of Studies and ICT
- Mr I Peel, Head of Sixth Form
- Mr I Richardson, Designated Safeguarding Lead
- Mr D Rogers, Director of Finance and Operations



The English Department

As a core department in an academically ambitious school, the English Department has high expectations of pupils and teachers.

The English department currently delivers the AQA English Literature GCSE and CIE IGCSE First Language English specifications to all pupils in the 4th and 5th Form (Years 10 & 11). At 6th Form, the department currently delivers the AQA English Literature (B) A-Level. Prior to commencing the GCSE and IGCSE courses, pupils undertake a rich course rooted in the study of a wide range of literary and non-literary texts, where they are expected to write and respond in a range of forms. At this level, the National Curriculum is used as a starting point, but the course is not constrained by its requirements.

There are currently five full time teachers in the department, all with significant teaching experience. All colleagues are supportive of one another and prepared to go the extra mile to support pupils in their care. The department expects all its teachers to make a significant contribution to the team by contributing effectively to shared planning, peer observation and other departmental pedagogical initiatives. A sustained and significant individual commitment to one's ongoing professional development is also expected at a department level.

The department is based in a modern building where each teacher currently has their own classroom. The majority of classrooms have interactive whiteboards, whilst all have projectors, whiteboards and visualisers. The department is well resourced and teachers are well equipped to deliver stimulating learning experiences for their pupils. Class sizes remain small compared to the maintained sector.

All English teachers are expected to offer additional support to pupils in their classes who are underperforming in the subject, through the department's intervention program. Additionally, all English teachers are expected to make a significant contribution to the department's co-curricular offering, which currently includes opportunities for creative writing, developing literacy skills through English related board games, and student journalism opportunities.



Role description

KEY TASKS AND RESPONSIBILITIES

We expect our Heads of Department to lead, guide and support their teams, to contribute to our collaborative and collegiate Common Room, to share in developing the policies, strategies and systems that underpin our daily practice, as well as leading their department to ensure that our pupils achieve excellent results. They should understand and promote the School, its values, ethos, structures, systems. We celebrate success and model a culture of aspiration, intellectual curiosity and appreciation for the different skills and knowledge that all contribute to the education of rounded, happy pupils who will leave King Edward's equipped to seize opportunities, relish challenge and build for themselves happy and fulfilling lives.

We are keen to nourish and develop our staff through focused professional development tailored to the needs of our individual teachers, allowing each one to flourish and enrich both subject knowledge and pedagogy. Our colleagues are involved in research projects, Masters programmes and are offered regular opportunities to extend their academic and pastoral knowledge and skills through InSeT.

WIDER STRATEGIC AND WHOLE SCHOOL RESPONSIBILITIES

- take responsibility for safeguarding and promoting the welfare of children
- ensure compliance with the School's Foundation missions, values, policies and the broader regulatory framework
- advise the Head on the recruitment and retention of staff and pupils
- oversee assessment, monitoring and reporting within the School, liaison with parents and other stakeholders
- play a part in the Pupil Wellbeing Committee
- be aware of, and report, any Health and Safety issues
- monitor and promote educational trends and emerging good practice; keep the department fully compliant in terms of policies and the regulatory framework
- hold regular departmental meetings and record minutes
- prepare and manage the annual departmental budget



Role description *continued*

HEAD OF DEPARTMENT RESPONSIBILITIES

SUBJECT AND DEPARTMENT

- lead and manage the English faculty
- lead and coordinate all aspects of the learning and teaching of English in the School
- contribute to the wider intellectual life of the community through co-curricular activities, clubs and societies, and encourage others to do so
- design and deliver programmes of study which promote success at all stages of the School
- ensure that the department has a clear ICT strategy that will enhance pupil progress
- monitor and review resources, work set and marked, and all electronic submissions to enable full use to be made of them and a seamless transition between learning media
- develop and deliver strategy, using available data where appropriate, to ensure all pupils progress optimally, achieve their full potential in public exams and in their knowledge and understanding

TEAM

- delegate appropriately and effectively; facilitate and promote professional development of self and others including CPD
- lead and manage staff fairly and with empathy, give appropriate constructive feedback in line with appraisal procedures; manage colleagues' underperformance sensitively but clearly
- ensure colleagues' lessons are observed and they are appraised according to School policy

UNDERSTANDING AND KNOWLEDGE

- coaching, mentoring and developing individuals and teams
- school structures, systems and procedures
- examination board specifications and wider academic developments
- setting individual performance and development objectives
- chairing meetings and managing teams effectively
- deep subject knowledge inspired by engagement with and enthusiasm for the department to enhance academic and pastoral outcomes across the School
- effective time-management skills



Person specification

ATTRIBUTES

- personal charisma: warmth, integrity, self-awareness, empathy and kindness; a highly visible, approachable leadership style and presence
- enthusiasm for, and commitment to, high quality, inspiring teaching and to the subject
- vision and determination; strategic thinking
- mental agility demonstrated through innovation and flexibility with good attention to detail
- stamina and grit
- sound judgement, ability to manage sensitive and complex situations with care and clarity
- good sense of humour and appreciation of others
- willingness to challenge, evaluate, monitor, refine and revise with a view to continuing improvement
- the capacity to inspire loyalty

SKILLS AND KNOWLEDGE

- a degree in English Literature, English Language / Linguistics or equivalent
- ability to listen well and think clearly in difficult situations
- be a fine role model
- foster habits of excellence and a culture of independent thinking
- strong interpersonal skills, communicative abilities and emotional intelligence
- high levels of personal organisation and professional efficiency
- excellent time management: ability to prioritise yet keep in mind a granular level of detail
- good academic standing and evidence of continuing professional learning
- building strong relationships

EXPERIENCE

- experience of leading an English subject or department is desirable
- understanding of the demands and rewards of fast-paced life in a boarding school
- managing diverse teams in an effective, collegiate manner with regard paid to colleagues' welfare
- managing difficult conversations
- managing or leading change

KPIs

Among others:

- excellent academic outcomes (assessed against relevant benchmarking data)
- the curriculum, and delivery of it, is enriching, challenging and enabling
- pupils leave with a love of learning



Terms of appointment and how to apply

The role of Head of English will attract a competitive salary in line with experience and benefits including substantially reduced school fees at both Barrow Hills and King Edward's. There may be single or family accommodation available on or close to the school campus, where the post-holder may choose to live at substantially reduced rates.

Candidates should submit a fully completed Application Form and a covering letter which addresses the competencies outlined as key responsibilities and in the person specification. Candidates may submit a CV in addition.

King Edward's Witley and Barrow Hills School are committed to safeguarding and promoting the welfare of children and young people and the Court expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post.

Please refer to our websites or ask HR for our child protection and rehabilitation of offenders' policy. We particularly welcome applications from under-represented groups.





Bridewell Royal Hospital

King Edward's Witley and Barrow Hills School are partner schools of the Bridewell Royal Hospital Foundation.



King Edward's

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