



Wellington
SCHOOL

Head

Candidate Brief





This is an exceptional opportunity to join a happy and vibrant day and boarding school in a beautiful part of the country. Wellington School seeks to provide a rounded and grounded independent education, combining tradition and innovation in its philosophy of Learning for Life.

“ Wellington sends out young people who are well-rounded, polite, confident and able to slot into and be an asset in society

Wellington Parent

School Summary

- Established as a boys' school in 1837 and supported financially by the county between 1902 and 1978 when it returned to independence.
- The School occupies a 35-acre site in the centre of the market town of Wellington, Somerset. A Prep School was built on an adjacent site in 1999.
- The School became fully co-educational in 1978 and is now a day and boarding school with five boarding and ten day houses.
- The pupil roll in September 2018 is 795 comprising 576 in the Senior School (11-18) including 140 boarders, 15 weekly boarders and 148 in the sixth-form. Prep School numbers (3-11) are 219. Numbers tend to grow during the course of an academic year to about 820 in the Summer Term. Whilst there are some variations between year groups, the gender split across the School is approximately 55% boys, 45% girls.
- The current Head is a member of HMC and the School is in membership of AGBIS and ISBA. The Prep School Head is a member of IAPS.

More details can be found [here](#) but some key features of Wellington School are:

- Comprising Nursery, Prep, Senior and Sixth-Form, the School operates as one school which aims to provide an extensive all-round education which is enjoyable, memorable and a good preparation for life.

- The School has been successful in sustaining its numbers in recent years in a very competitive market place. The day catchment area extends to about 20-30 miles around the town which is covered by an extensive school bus service. The M5 nearby provides quick access for parents on the outskirts of Exeter and to the north and east of Taunton. The boarding market comprises both UK and overseas students from a wide range of countries.
- It is a school with very strong relationships and a real sense of community, which are noticed and commented on by all who visit. Relationships are cultivated and values such as perseverance, resilience, responsibility, integrity, kindness and courtesy are promoted strongly so as to serve pupils well both at school and beyond.
- The School is the second largest employer in the town and has a long history of serving the local community and undertaking voluntary or charitable activities. The Community Volunteers Project, partnerships, such as Latin teaching in local schools and outreach programmes, involving multiple local primary schools in events such as the annual mathematics challenge and “Come and Sing,” maintain this tradition and provide opportunities for pupils and staff to broaden their social horizons.

“ A Wellington education is a privilege - pupils know they are lucky to have had it and are grounded

Wellington Parent

- Partnership with parents is strong. The School communicates clearly with parents, feedback is given regularly through various forums and there are many opportunities for both formal and informal interaction with the various constituents of the school community.

“ Happy parents, happy pupils

Good Schools Guide

- The pastoral care has long been strength and has evolved recently to address the key issues of modern times. The wellbeing of every individual member of the community (pupils and staff) is central to the happiness and success of the School. Pastoral programmes focus keenly on the mental and physical wellbeing of all. Spiritual welfare is centred on the beautiful Memorial Chapel situated at the heart of the campus.





- The School offers full, weekly and some flexi-boarding to suit families' needs. Each boarding house is run by House Parents ably supported by a resident tutor and a matron. The international students (currently from 22 different countries) add greatly to the richness and diversity of the pupil body. A new boarding house for girls, The Grange was opened in 2017.
- Results and value added, for pupils with a range of abilities, are excellent. The School is mildly selective (entrance procedures are outlined [here](#). but it achieves very strong results. In 2018, at A level, 40% of grades were A*-A and 70% of grades A*-B and nearly 25% of the year group gained three A*-A grades. At GCSE/IGCSE, 50% of the grades were A*-A (grades 9-7) and 29% were A* (grades 9-8) with almost 50% of year group gaining 5 or more A*-A (grades 9-7).

“ There is mutual respect between pupils and teachers with a focus on our work that makes learning more inspiring

Good Schools Guide

- A dedicated and well-qualified group of teaching staff provide consistent strength across all subjects from science and maths to humanities and the creative arts. There is a good balance of experience and youth; staff turnover is modest and there are good fields for new recruits when vacancies arise. All teaching staff also play a full part in the other important aspects of school life, for example as a tutor, taking teams and running clubs and trips.
- Universities and careers support are a strength and have again been developed over recent years to reflect changing times. The “Future Steps” programme provides guidance to sixth-formers on university entrance, employability skills and non-university pathways to future careers. A new, full-time Careers and Future Steps co-ordinator joined the staff in September 2018. The largest number of pupils (over 70% in most years) go on to traditional courses at Oxbridge or Russell Group (or their equivalent) universities but there is a wide range of other destinations from Art Schools and Music Conservatoires to professional apprenticeships.

“ Careers counselling and course guidance highly rated.

Good Schools Guide

- Through the co-curricular programmes, the School aims to help all pupils find something they love and from which they can gain enjoyment and confidence. High levels of participation sit comfortably alongside elite performance. The creative opportunities in music, drama and art, are extensive and a number of alumni have gone on to enjoy successful careers in these areas. The innovative Sport, Performance and Wellbeing Department promotes health and participation whilst also offering elite coaching programmes for talented individuals and a wide-ranging list of competitive fixtures.
- The School's location provides additional opportunities for outdoor education including sailing, paddle sports, climbing, caving, and the Duke of Edinburgh Award. The CCF is thriving and the School has an enviable reputation for Ten Tors, one of the most challenging outdoor events for young people.
- In addition to the Olympic Standard Sports Complex, there are 5 rugby pitches, 9 tarmac tennis courts, 9 Astroturf tennis courts, 4 purpose-built netball courts, a floodlit artificial turf hockey pitch and 3 grass pitches, cricket pitches and a 300m athletics track, 2 squash courts and a covered, heated swimming pool.
- The School has very good facilities and has witnessed an extensive building programme over the last twenty years. The new buildings having been carefully and tastefully blended in with existing architecture. These include the John Kendall-Carpenter Science Centre and the Princess Royal Sports Complex. New English classrooms and an examination hall opened in January 2009 and major improvements to music and performing arts facilities were completed in early 2011. More recently, there has been significant investment in the ICT infrastructure, the Astroturf has been re-laid and a popular café facility has been opened for pupils, staff and parents. This autumn sees the completion of a new library and a Sixth-Form Study Centre which will be opened in October by Lord Archer, OW.





Finance, Governance & Leadership

Wellington School 1837 is a company limited by guarantee (number 09316033) and is a registered educational Charity (number 1161447). The governors are directors of the company and the trustees of the Charity. The most recent set of accounts submitted to the Charity Commission can be viewed [here](#).

The Governing Body of the School comprises 7 nominated governors 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 Plymouth), and two by, but not of, the teaching staff. There can also be up to nine co-opted governors. Presently, the Governing Body comprises 11 governors. The Headmaster, Bursar (who is not the Clerk to the Governors) and Head of the Prep School attend meetings of the Governors.

The Governors provide an excellent overview and wonderful support. Each is professionally very able, and relationships are warm and supportive. There are the following sub-committees: The Finance and General Purposes Committee, the Academic Committee, the Nominations Committee, the Audit and Risk Committee and the Pastoral and Co-Curricular Committee. Governors are also assigned specific responsibilities, for example for safeguarding, boarding and the Prep School/Early Years. Anna Govey, who has been a governor since 2010, is the Chair. She lives locally and meets regularly with the Head. The profiles of the governors can be found [here](#).

The Head is well supported in the day-to-day running of the School by a talented senior leadership team comprising the Bursar, Academic, Pastoral and Co-curricular Deputy Heads as well as the Heads of the Sixth Form, Upper School, Lower School and the Head of Boarding.

Foundation

The Wellington School Foundation was established in 2005 with the aim of financially supporting pupils who would not otherwise be able to take advantage of the excellent educational opportunities provided by Wellington School. Wellington has a unique history of providing access to a high-quality, life-changing education via the direct grant system, assisted places, or latterly the Foundation. The Governors are keen that the School remains accessible to a diverse range of children, both by keeping fees as low as possible, but also by providing financial support where it is needed.

The Foundation currently stands at £3.1 million and is run by eight Trustees, chaired by Kevin Phillips. The investment income is used to give means-tested bursaries to pupils who have passed the entrance exam but whose families would be financially unable to pay the fees.

“ A good value, all-round education in a friendly and open environment

Wellington Parent





Curriculum

The curriculum is designed to encourage the School's mission of "Learning for Life" and to enable all pupils to fulfil their academic potential. It aims to build on the basic skills of numeracy, literacy and competency in ICT to develop higher order skills and abilities such as a sense of enquiry, the ability to question, argue rationally, investigate, acquire and select knowledge, act creatively and solve problems. In providing the structure for pupils to apply themselves in the face of difficulties, it also builds independence and resilience leading to the acquisition of life-long skills such as how to learn. A strong Learning Support Department aids those with specific learning difficulties.

A wide range of subjects is taught in the Lower School and in Year 9 in the Upper School before the GCSE/IGCSE courses are delivered in Years 10 and 11. The core curriculum at GCSE comprises Maths, English and Religious Studies with unexamined courses in Sport and Wellbeing and PSHEE. Pupils then choose six other options with some restrictions; for example, pupils must take at least one Modern Language and study either Separate Sciences or the Dual Award. Full details of the GCSE/IGCSE programme can be viewed [here](#).

Most students choose three subjects to study at A Level from a diverse range of 23 subject options. In addition, the School offers opportunities to work towards an Extended Project Qualification and the Pre-University Global Perspectives Qualification. This September, another option: the Level 3 BTEC Diploma in Sport has been introduced. Full details of the sixth-form curriculum can be found [here](#).

“ The quality of the curriculum is excellent and pupils have a wide choice of subjects at GCSE and particularly appreciate the range of A Level options

ISI Inspection Report 2014

International students may join the School for a one-year Foundation Course prior to studying for A levels. EAL support is also provided for all international students who need it and sixth-form students are prepared for the IELTS examination required for university entrance.

Pastoral Care

“ Sound and recently reinforced systems for pastoral care

Good Schools Guide

Wellington School is renowned for its exceptional pastoral care, excellent parental links, outstanding contribution to the community, and the overall atmosphere of the School. Safeguarding and pupil wellbeing are paramount and are the foundations for everything else. The strengths of the system are the house structure and the people in it, a dedicated team of teachers who know pupils as individuals, are perceptive in spotting problems and who respond quickly to difficulties. The Chaplaincy also provides valuable pastoral support to students, staff and other members of the school community. A PSHEE programme across the School educates pupils about a range of pastoral issues and advice on e-safety aims to meet the challenges provided by the internet and the rapidly changing world. These pastoral structures have been re-enforced further with the appointment of a full time Head of Wellbeing to oversee the PHSEE programme and enhance the pastoral provision. A Mental Health Lead is also due to join the School in November 2018.

“ The quality of the pupil's spiritual, moral, social and cultural development is excellent

ISI Inspection Report 2014





Co-curricular

“ The curriculum is supported by an excellent range of extra-curricular activities

ISI Inspection Report 2014

The co-curricular programme complements the other aspects of a fine all-round education at Wellington and also has “Learning for Life” at the heart of its activities. Pupils are encouraged to embrace a culture of extensive participation and high performance in pursuit of their interests and talents outside the classroom. Along the way, they learn valuable life skills such as resilience, responsibility, building relationships, working in teams and leadership. Specialist coaching is provided in a wide range of individual and team sports and pupils have access to excellent indoor and outdoor facilities. An extensive fixture list for A and B teams, 15 teams in Rugby and 12 in Hockey for example, allows many boys and girls to experience representing the School in competitive games whilst sports tours overseas extend these experiences to different climes. Amongst the elite achievers within the School are a Schools’ Equestrian champion, a member of the England disabled cricketers’ team and a European medallist in the Decathlon.

“ The pupils enjoy and are accomplished in sporting activities and members of the School have competed at county, regional, national and international level

ISI Inspection Report 2014

With Exmoor on the doorstep, the School has a rich tradition of outdoor education. Opportunities for sailing, kayaking, camping, caving, climbing and trekking in the UK or overseas (for example, Iceland, Morocco and Nepal in recent years) create a sense of adventure and lead to the acquisition of new skills and qualifications. Friday afternoons are set aside for the CCF (Army, Navy and RAF sections and a Corps of Drums) and its alternatives such as the Community Volunteers Project. Pupils are also able to achieve Bronze, Silver and Gold Awards in the Duke of Edinburgh Award Scheme.

For the more creative minded, there are numerous opportunities for pupils to express themselves in Art, Design and Technology, Music and Drama. Pupils’ imagination in Art and DT is stimulated by visits to Art galleries; the Design Museum, the Alternative Technology Centre for example, whilst the regular exhibitions enable them to display their own work. The Music programmes cover an eclectic range of choral, orchestral, jazz, pop and rock. Many pupils have individual music lessons and achieve much success in the ABRSM examinations. Concerts, Festival Week and the outreach activities are just some of the occasions when musicians can enjoy playing to an appreciative audience and the Chapel Choir has sung at the Vatican and at cathedrals in the south-west. Similarly, the school productions, for example Sweeney Todd and Macbeth in 2017/18, enable pupils to perform on stage or develop their technical skills in sound, lighting or set building.

Academic departments also make a valuable contribution to the wider aspects of a full education through their enrichment programmes. These include regular clubs and activities, support for pupils entering national competitions, the Olympiads, for example, and curriculum related visits such as tours in Europe for Modern Linguists and field trips in Indonesia for Biologists. A full list of the proposed trips for 2018-2020 can be found [here](#).

“ Pupils educational experience is greatly enriched by the wide variety of trips

ISI Inspection Report 2014





What Wellington School is looking for from its new Head

The appointment will be effective from 1st September 2019 when Henry Price moves to become Head of Oakham School.

The School is seeking an inspiring individual who can quickly win the confidence and trust of all members of the school community. Already in a senior leadership position, you will be a proven educationalist committed to academic excellence and passionate about providing pupils with a well-rounded education and exceptional pastoral care. You will be engaging and be keen to embrace Wellington's position in the local community. A confident networker, you will be able to market the School effectively at home and overseas. Your strong commercial instincts and acumen will further develop the 'business' side of the School and your ability as an instinctive strategic thinker will provide an innovative and realistic vision for the future development of Wellington School.

Key Responsibilities

Strategic Leadership

- Work with the Governors and the Senior Leadership Team to evolve and articulate the vision for the School and ensure this is translated into plans and objectives which can be delivered.
- Lead, motivate and work with others to ensure the culture and values to underpin the vision are demonstrated in the everyday work and practice of everyone, throughout the Wellington School community.
- 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 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.

Learning for Life

- Build on the School's mission of "Learning for Life" with a continuous focus on developing pupils' knowledge, values and life skills in pursuit of success inside and outside the classroom.
- Ensuring a fulfilling, challenging and happy experience for pupils by implementing the highest standards of safeguarding and pupil care, with a close eye on physical and mental health.
- Further developing, implementing and monitoring appropriate academic, pastoral, moral and spiritual curricula in accordance with the School's aims.
- Promote the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils as a priority and work collaboratively with relevant agencies where appropriate.
- Creating a culture of challenge and support, demonstrating and articulating high expectations and setting challenging targets for the whole school community.
- Keeping up-to-date with developments in education; continue to explore and evolve creative and effective approaches to teaching and learning.
- Monitoring and evaluating the quality of teaching and learning and its impact on pupil outcomes and value added; implementing new developments as appropriate.
- Maintaining a consistent and continuous school-wide focus on pupils' 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.
- Recruit and lead well-qualified and committed teaching staff, deploying them skilfully and maintaining their morale and discipline.
- Ensuring that the highest standards of professional performance are met and that teachers are encouraged to enrich the pupils' experience through inspirational teaching and a commitment to co-curricular activity.
- Instigate and maintain effective strategies and practices for staff induction, professional development, leadership experience and performance reviews.
- Take the lead by embracing the School's performance development process for the Head and participating in his/her own development training.





School Management

- Ensure an organisational structure is in place which supports the values and goals of the School and enables effective, efficient operations.
- Produce and implement clear, effective improvement plans to ensure the continuous development of the School.
- Have a comprehensive understanding of budgets, financial controls and parameters. With the Bursar, 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 and goals and ensure compliance with all regulatory and statutory requirements.
- Ensure the range, quality and use of all available resources, including technology, are continuously monitored and reviewed to improve the quality of education and return on investment.
- Ensure that the School's safeguarding policies are understood and implemented effectively by all staff and that the pastoral care for pupils is of the highest quality through a focus on the wellbeing of every child.
- Ensure that the School complies with all statutory and regulatory requirements in cooperation with the Compliance Officer and the Governors.
- Contribute to the briefing and updating of governors on the ISSRs and the School's readiness for inspection.

Marketing & Recruitment

- Lead the strategy for the recruitment and retention of pupils to maintain pupil numbers by clearly differentiating the offer and its delivery against strong local competition.
- Recruiting, selecting, admitting and retaining pupils, seeking to maintain and develop the reputation of the School for its academic performance, its achievements in co-curricular activities and for pupils' personal development.
- Being a visible, approachable presence for pupils and parents and ensuring excellent communications and customer service between the School and the parent body.

- Effectively deploying resources and procedures for the promotion and marketing of the School.
- Cultivating strong relationships with feeder schools and the local community.
- Maintaining the traditional international markets whilst also exploring new opportunities so as to sustain the number of international boarders from across a diverse range of countries and cultures.

Community

- Ensure that the School's long tradition of outreach and charitable work is continued and strengthened.
- Promote a strong sense of community and a forward looking and supportive environment.
- Attend events and occasions across the whole School and in the local community, acting as a role model for pupils, appreciating their efforts and supporting their co-curricular activities in clubs, sports and arts.
- Sustain the culture of encouragement, inclusiveness and respect for others, whether within or outside the community.
- Maintain effective partnerships with parents to support and improve the pupils' achievements and personal development.
- Through regular contact, cultivate a particularly close understanding with the Chair of Governors and with the wider Governing Body, establishing mutual confidence.
- Establish close ties with other constituents, the Friends and the Old Wellingtonians, for example, and actively support their activities.
- Develop and maintain contacts with other Heads and their schools, professional associations and other appropriate bodies, for the benefit of the School.





Person Specification

Knowledge & Experience

- Good honours degree, extensive teaching experience and significant evidence of appropriate continuing professional development.
- Strong academic and intellectual credentials and a good track record of broad involvement in life outside the classroom.
- Proven leadership and management experience at a senior level within a comparable school environment; with an understanding of whole school management across the full 3-18 age range.
- A proven track record in leading and embedding change in one or more key areas of responsibility.
- Awareness of the rhythm of a combined day and boarding environment, co-education and a strong understanding of boarding in the 21st Century, international recruitment and integration.
- Experience of PR and marketing in an educational context and aspects of the 'business' side of a school in a competitive market place.
- In depth understanding of the key education issues and developments, from primary through to higher education and a desire to drive teaching and learning.
- Strong financial understanding and appreciation of rigorous financial management in a school context.
- Sound knowledge of the relevant regulatory and inspection frameworks in both day and boarding environments and best practice in Safeguarding and pastoral care.

Personal Skills

- Ability to inspire and motivate others; committed to and able to gain commitment to the specific vision, values and ethos of Wellington School and to quickly win the confidence of all members of the School community.
- Leadership of a diverse and thriving day and boarding school community with a commitment to diversity, equality and inclusiveness.

- Proactive strategic thinking and problem-solving skills, with the ability to formulate clear decisions that command support.
- Focused on people and their wellbeing with a commitment to providing the very best all-round education for pupils and promoting the welfare and professional development of staff.
- Ambition in the pursuit of academic excellence, a broad and far-reaching co-curricular programme and meaningful partnerships with the local community.
- Excellent communicator with exceptional networking and interpersonal skills; a good listener as well as a confident speaker.
- Strong management skills; committed and able to manage in a transparent and open manner and operate with integrity.
- Ability to identify opportunities and encourage innovation whilst respecting Wellington's history and traditions.
- Engages and consults others when identifying and implementing change and innovation; evaluates impact and sees things through.
- Sound planning and organisational skills; effective prioritisation, delegation and time management.
- Strong decision-maker, taking action to identify and resolve issues based on sound judgement and analysis.
- Collaborative, consensual, decisive, reflective, confident, resilient, steady under pressure.
- Broad commercial and business acumen; skilful management of financial and marketing objectives, risk, regulatory, legal issues and an involvement with fundraising.

Personal Qualities

- Inspirational and aspirational.
- Highly-developed intellectual capacity and emotional intelligence.
- Personable, approachable and collaborative.
- Excellent role model, setting high standards for self and others.
- Passionate about the development and fulfilment of pupils and staff.
- Articulate, visible and credible with gravitas and charisma.
- Encouraging, supportive and compassionate.
- Energetic and resilient.



Remuneration Package

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

- Accommodation free of maintenance, rent, utilities or council tax (subject to HMRC the value of some benefits may be taxable).
- Teachers' Pension Scheme (subject to HMRC approval of request, the value of accommodation may be included in the pensionable salary).
- Private medical insurance for the Head and his/her family.
- Generous staff fee remission scheme.
- The Head's appointment will be subject to one year's notice.

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

- Three references, including one from your current 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; and
- Medical fitness to carry out the duties of the post of Head.

Application Process

Interested candidates are invited to contact RSAcademics to arrange a confidential discussion with one of the consultants handling this appointment:

Helen Flower, Search Consultant

helenflower@rsacademics.co.uk / +44 7921 587752

Peter Bodkin, Senior Advisor

peterbodkin@rsacademics.co.uk / +44 7821 737092

Claire Oulton, Head of Leadership Appointments

claireoulton@rsacademics.co.uk / +44 7738 737482

The deadline for receipt of applications is **10.00am Tuesday 9th October 2018**

Candidates should complete the RSAcademics application form electronically and email it and a covering letter, as PDF files please, to RSAcademics' Project Co-ordinator, Leadership Appointments, Jonathan Barnes at: applications@rsacademics.co.uk. Jonathan can also be reached by calling +44 1858 467449.

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 on **Tuesday 16th and Wednesday 17th October 2018**; alternative arrangements will be made for those who are unavoidably away for half-term that week.
- **Longlist interviews** will take place at Wellington School on **Wednesday 7th and Thursday 8th November 2018**.
- **Shortlist interviews** will take place at Wellington School on **Thursday 15th and Friday 16th November 2018**.

Wellington School is committed to the safeguarding of children and child protection screening will apply to this post.



Founded in 2002 by Russell Speirs, RSAcademics specialises in schools, in the UK and internationally, advising on marketing strategy and research, leadership consultancy and the search and selection of Heads and senior staff. Comprising a team of the best schools' marketing professionals and respected former school leaders, RSAcademics provides a high-quality service to schools with rigour, experience and warmth. Please visit www.rsacademics.co.uk for more information.