



Deputy Head (Pupils)

University College School





# UCS HAMPSTEAD

University College School was founded in 1830 to promote principles of liberal scholarship. That remains our first and overriding aim. Intellectual curiosity, breadth of study and independence of mind combine to achieve academic excellence; they are not subordinate to it.

Initially located in Gower Street, as part of University College London, the School was revolutionary in its approach to education, having as a fundamental principle that religion, in any form, should neither be an entry requirement nor a taught subject, believing rather that faith is a matter for the family and the individual - a tradition that continues today. The UCS Foundation, now independent of the University, comprises three schools: the Senior School (960 pupils: 11-18), the Junior Branch (250 pupils: 7-11) and the Pre-Prep (130 pupils: 3-7).

All three schools are set in attractive locations. In 1891 the Junior Branch was established at Holly Hill, Hampstead, followed in 1907 by the School's separation from UCL, and the acquisition of the Senior School's current purpose-built accommodation in Frognal, opened by King Edward VII. The Pre-prep branch is based nearby. All three schools have full use of the extensive playing fields (including a large all-weather pitch and two pavilions) in West Hampstead.

UCS remains true to the liberal traditions of its founders and continues to work hard to foster independence of mind among its pupils and to value their individuality. Academic results are excellent. Music and drama are very strong at UCS and the school offers an outstanding range of co-curricular activities and enrichment opportunities.

# UCS FOUNDATION

Sixty pupils each year transfer from the JB to the Senior School and are joined by sixty pupils from outside feeder schools who win places through competitive examination. In Years 7 and 8 (Entry and Shell), these children are supervised by a team of pastoral Year Wardens, Form Tutors and Head of Lower School. In Year 9 (Lower Remove), pupils join the Middle School and are allocated to the six Demes (or houses) which form the basis of the pastoral structure of the school until pupils leave at the end of the Sixth Form. Each Deme is managed by a Deme Warden and a team of Form Tutors and the Head of Middle School or Head of Sixth Form.

Admission at all entry points is heavily

oversubscribed. Whilst UCS operates within a highly competitive market-place, our reputation as a happy, well-balanced environment that respects the individuality of each pupil allows us to retain the advantages of a highly selective school. We are particularly proud of our reputation for pastoral care and for co-curricular activities, as well as our high academic standards.

Whilst the Headmaster of UCS is in overall control of all three schools in the Foundation, day-to-day management and planning at the Junior Branch is in the hands of the JB's own Headmaster and his deputies. Similarly, The Pre-Prep has its own Head who reports to the Headmaster of the Senior School.



# PASTORAL CARE & PUPIL WELLBEING AT UCS

UCS is a very successful, high-achieving and happy school. The pastoral care and wellbeing of our pupils is at the heart of our educational philosophy. We believe that a nurturing and supportive environment, based on strong and respectful relationships, is essential to the academic and personal development of every student.

As such, our pastoral care system is designed to support the intellectual, emotional, social, and physical development of every pupil. We aim to cultivate resilience, self-esteem, and a sense of responsibility, helping students to navigate the complexities of adolescence with confidence and compassion. This personal and social development occurs within an inclusive, safe, and positive school culture where each pupil feels valued, supported, and empowered to thrive.

The Deputy Head (Pupils) oversees the development of this culture, and the implementation of the pastoral strategy and initiatives that contribute to its success. In this way, the Deputy Head (Pupils) responds to UCS's aim to develop well-rounded, resilient, and compassionate individuals, ready to contribute positively to society.





## THE SENIOR SCHOOL CURRICULUM

In Years 7 and 8, pupils follow a full core curriculum with time devoted to Drama, Art, Design & Technology, PSHE, PE and Sport as well as to the more traditional academic curriculum. Pupils study General Science in Year 7, and the three separate sciences from Year 8 onwards. There is no setting or streaming. This approach continues into Year 9, where the other language options are added to the curriculum. Mathematics is set by ability in Years 9, 10 and 11. All pupils currently study ten subjects to GCSE (IGCSE in the case of a number of subjects), including English Language, English Literature, Mathematics, at least one science subject and at least one modern language. All pupils begin Year 12 studying four subjects. A number of pupils will drop to three subjects before the end of Year 13. Many also choose to take an Extended Project Qualification.

# SPORTS AND CO-CURRICULAR ACTIVITIES AT THE SENIOR SCHOOL

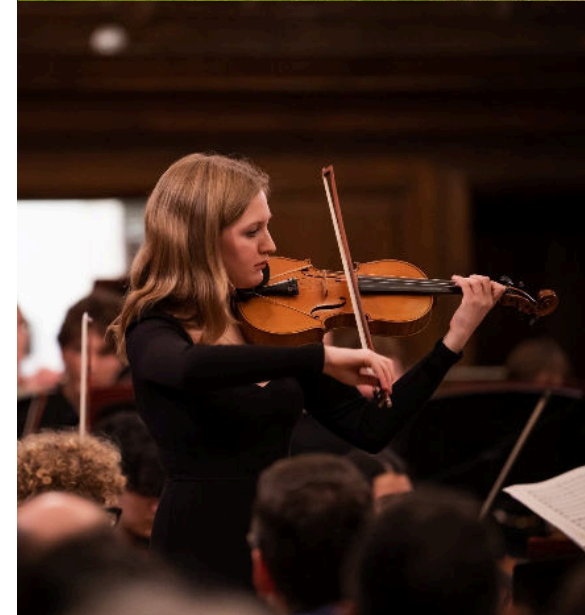
The school offers outstanding facilities and opportunities exist for a number of different sports and activities, including Rugby, Netball, Football, Hockey, Cricket, Tennis, Athletics, Badminton, Cross-Country, Basketball, Swimming, Fives, Table Tennis, Fencing, Aerobics, Dance, Yoga, Cycling, Spinning, Bouldering, Karate, Rowing and Squash. All pupils are required to play games as part of their normal curriculum and a large number represent the school.

There is a wide range of co-curricular activities and school societies. Music is particularly strong, with multiple choirs, Orchestra, Wind Band, Chamber Choir, Chamber Orchestra, Concert Band, jazz and rock groups, as well as many smaller ensembles. The school has a fully equipped theatre that is heavily used for our own productions

as well as by visiting professional actors and musicians. A large number plays and musicals are staged each year, with opportunities for pupils to direct as well as to act and provide technical support, and an annual production is performed at the Edinburgh Fringe Festival.

Over 60 clubs and societies meet on a weekly basis, often run by pupils. Feminist Society, Queer Society, Cultural Awareness Society and Green Impact Society, the environmental action group, are all currently popular. Debating and Model United Nations, Young Enterprise, Chess and Robotics regularly send teams to competitions with great success. Pupil journalism thrives at UCS, with pupils editing and producing the school magazine, *The Tortoise*, as well as *Bocca*, a Classics and Art History journal, *Interlingua*,

the *Modern Languages* journal, and others. School trips are arranged on a regular basis. UCS has partnerships with Westminster Academy, UCL Academy, Michaela Community School and the London Academy of Excellence Stratford, as well as a number of primary schools. Pupils currently raise roughly £30,000 per year for a range of charities that they select themselves as part of a Community Action initiative. Academic Enrichment Weeks, Women in Sport Week and the non-curricular Personal Development Week annually broaden and embellish the UCS educational experience.





## DEPUTY HEAD (PUPILS): CONTEXT

As a result of separating the role of Foundation DSL from the Deputy Head (Pastoral) job description, we have a truly exciting opportunity for an outstanding educator to join us in the high-profile Senior Leadership position of Deputy Head (Pupils), DHP, to lead pastoral delivery and develop our strategy for outstanding pastoral care, focused on pupil wellbeing, within the context of a happy and inclusive school community.

Reporting to the Vice Master (Senior Deputy Head) the DHP will direct the provision of pastoral care throughout the Senior School, ensuring the emotional, physical and intellectual wellbeing of all pupils.

The DHP will be required to inspire confidence amongst pupils, parents and the pastoral leadership team. A strategic thinker, the DHP will shape and develop a coherent and innovative whole-school pastoral curriculum and a culture that responds to the evolving needs of our pupils.

The DHP is a key member of the Senior Leadership Team, and must be committed to the school's ethos, aims and strategic direction. The DHP will play an active role within the Senior Leadership Team and contribute both to the wider strategic development of the school and the Foundation.

The DHP will line manage a pastoral team of four Assistant Heads (Pupils, Co-Curricular, Head of Lower School, Head of Middle School), Deme Wardens and the School Nurse.

Additionally the DHP will work with the Vice Master, the Foundation DSL, other Assistant Heads (Head of Sixth Form and Director of Studies), the Junior Branch Deputy Head (Pastoral), the Chief Operating Officer and the Head of HR.



# KEY RESPONSIBILITIES

- The pastoral welfare and mental health of all pupils;
- Working closely with the Director of Studies, Assistant Head (Pupils) and Assistant Head (Co-Curricular), recognising that the pastoral, academic and co-curricular strands are intrinsically linked;
- Strategic direction, planning and implementation of the pastoral curriculum to include PSHE, Assemblies, Tutor time and Induction programmes for new pupils;
- Provide line management and leadership to the pastoral leadership team, including ensuring that their advice given to pupils and parents is consistent within any year group across the school;
- Promoting high standards of pupil discipline and appearance;
- Updating and ensuring the effective implementation of key policies (e.g. sanctions & rewards, anti-bullying, registration & attendance);
- Responding to incidents of poor behaviour, including investigating allegations of potential serious misconduct by a pupil;
- Oversee the variety of disciplinary sanctions and of systems of reward operated within the school;
- Maintain a record of the application of major disciplinary sanctions.
- Induct new staff into the behaviour management policies of the school, ensuring full support for staff as they operate these policies;
- Work closely with pastoral middle leaders and heads of section in the management of individual pupils or groups of pupils as necessary;
- Advise and support the Headmaster over the application of school discipline and of strategies to develop and improve it;
- Allocate staff to supervisory duties around the site and ensure that staff are aware of the full extent and implications of these duties;
- Oversee the training and development of the Wardens alongside the Heads of Section;
- Working closely with Heads of Section and Wardens to monitor the work of Form Tutors, ensuring a consistency of approach to the role;
- Chair the Pastoral Committee;
- Attend, and provide reports for, relevant Governors' meetings, including Education Committee;
- Responsibility for setting and managing the school's pastoral budgets;
- To act as a Deputy Designated Safeguarding Lead.







## SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) carries collective responsibility to the Headmaster for the good daily running of the School, maintaining high standards, the management of whole School issues, advice on and development of School policy and strategy, and the subsequent support for, and implementation of, agreed policies and strategies.

Though individual members of the SLT are allocated specific responsibilities, it is ultimately the responsibility of the Senior Leadership Team to give support and assistance, as and when required, in any aspect of School life as requested by the Headmaster.

In carrying out their responsibilities, critical friendship between SLT members is the norm but SLT members act in accordance with the school's core values, including respect and kindness, and treating others with dignity and equality. SLT members also contribute to discussions, including those outside their specific remit, in a constructive and respectful way, supporting one another in achieving their key objectives.

Members of SLT are expected to maintain confidentiality around discussions at SLT meetings and other confidential matters, e.g. staffing, both during and after their employment. Additionally, SLT members are subject to collective responsibility and show outward unanimity around agreed strategic or operational decisions, including in communication with other colleagues. We recognise that team cohesion is a product of deliberate action rather than something that arises spontaneously.

Senior leaders are expected to:

- Reflect and promote the school values;
- Share responsibility for the welfare of pupils and staff (both academic and pastoral);
- Share responsibility for the marketing and promotion of the school;
- Help with the devising and implementation of the School Strategic Plan; Provide coaching and mentoring to colleagues as required;
- Encourage, by example and otherwise, pupils, staff and parents to attend and support School events and functions;
- Support colleagues, meeting parents and engaging with pupils at the various Saturday activities, for example sports fixtures;
- Attend, and provide reports for, relevant Governors' meetings.

As a member of the SLT, the post holder is also expected to undertake the following general responsibilities:

- Be part of the recruitment team for new members of the teaching staff
- Contribute to the Admissions process, including all assessment days, open evenings, induction and familiarisation events
- Participate in the school's Development work, including fundraising, as required
- Manage and/or investigate processes under relevant school policies (e.g. Complaints Policy, Capability Policy, Probation Policy), at the direction of the Headmaster
- Attend school events
- Provide relevant contributions for the School's Strategic Development Plan, annual development plan and inspection documentation
- Maintain high professional standards of attendance, punctuality, appearance and conduct, and maintain positive and courteous relationships with staff, pupils and parents
- Conduct a number of allocated senior appraisals each half-term
- Undertake other reasonable duties, as directed by the Headmaster, as required from time to time





## PERSON SPECIFICATION

- Clear evidence of positive impact or engendering improvement in a middle or senior leadership position;
- Management experience, involving the leadership, management and professional development of a pastoral or an academic team;
- A demonstrable track record of excellent pastoral instincts and skills;
- Ability to work collaboratively and lead pastoral strategic development;
- Ability to be creative, innovative and think strategically;
- Ability to lead and effectively implement change;
- Possess the gravitas and eloquence to present convincingly to groups of parents, pupils, colleagues and other audiences.
- An excellent teacher with academic rigour – the DHP will be expected to teach a significantly reduced timetable allocation in their subject area;

## PERSONAL QUALITIES

- Hard working, dedicated and resilient, with a good sense of humour;
- High level of professional integrity;
- Empathetic and sensitive, with the desire to lead and be seen as a leader;
- Able to weigh up complex situations and to take appropriate decisions;
- Highly organised;
- Collaborative;
- Critical thinker;
- IT literate.

# SALARY AND BENEFITS

UCS has its own competitive salary scale. The salary for this post will reflect the seniority of the role as well as the qualifications and experience of the appointed candidate.

UCS staff enjoy a range of additional benefits including:

- A competitive pension scheme
- Life assurance cover
- Free use of the Roger Bannister Sports Centre during school hours
- Heavily subsidised membership of our health club, UCS Active
- Interest-free loans to help with house purchases
- Season ticket loan
- Private health care
- Private dental care
- Free breakfast and lunch each day
- Cycle to Work scheme
- Eye care voucher
- Employee Assistance Programme
- 33% School fee discount

UCS places a high value on staff wellbeing and in addition to the benefits listed above we have family friendly policies and enhanced maternity pay. We regularly review staff workload to ensure we are supporting our staff to operate at their best.





## CHILD PROTECTION

University College School is fully committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an Enhanced check for Regulated Activity from the Disclosure and Barring Service (DBS) before a formal offer of employment is made. This is a requirement as the position is within a school working with children aged under 18. UCS will also undertake its own recruitment checks through contact with previous employers, referees, and others, to confirm applicants' identities and their professional records.

## ARRANGEMENTS FOR THE APPOINTMENT

In addition to completing the UCS application form, applicants should provide a full Curriculum Vitae and a supporting letter.

**The deadline for applications is Monday 25 November, 9 am.**

First-round interviews will take place on Friday 29 November, with final interviews held on Tuesday 3 December.



[ucs.org.uk](http://ucs.org.uk)

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