

# Assistant Head

*September 2026*



# AN INTRODUCTION FROM THE EXECUTIVE HEAD



Thank you for applying to work at Wilson's. I have been the Head here since 2014, having joined the school in 2006, and can genuinely say that it is a wonderful place to work. Our efforts were recently recognised by *The Sunday Times* which named us State Secondary School of the Year for GCSEs 2026, following the accolade of State Secondary School of the Year, 2024. Our focus on excellence, alongside a culture where "everyone is valued", was recognised in the outcome of our Ofsted inspection in 2022, being judged Outstanding judgement in every category. This is a very special place.

Our teachers and operations staff are our greatest asset. Morale is high because there is a sense of mutual endeavour at all levels. We have a tradition of seeking views from members of staff about how the school can be improved and there is a culture of praise and good humour. There is a lively staff room and much beyond that to build a sense of collaboration. Senior leaders are highly visible and you will regularly bump into us on the way to teach our own lessons or undertaking duties alongside at lunch and break.

Wilson's was founded in 1615 when the vicar of Camberwell, Edward Wilson, obtained letters patent from HM King James I to the effect that "*for all time to come there shall be one Grammar School for the education, institution and instruction of children and youths in Grammar to be called The Free Grammar School of Edward Wilson*". From its beginnings as a local grammar school in inner London, and fifty years on from its relocation to Wallington in Surrey, the school has become established as one of the finest boys' schools in the country. It continues to embody the ethos of a grammar school in providing the opportunity of a first class academic education to children regardless of their financial status or social standing, alongside exceptional pastoral care.

The school has never been stronger than it is today. Our academic profile is impressive; our teachers are first rate; the school is hugely oversubscribed; our financial position is sound and our facilities excellent. More importantly, the school has a strong sense of its own identity; our students and our staff have a genuine pride in the school and its achievements and derive great satisfaction and pleasure from their work. The values of excellence and ambition in all aspects of the school's activity are deeply rooted and explicitly supported by all sections of the school's community. Our students, nearly all of whom continue into the sixth form, leave with rich and varied experiences gained both within and outside the classroom that have helped to make them impressively well rounded, engaging and deeply civilised human beings.

I would encourage you to familiarise yourself with the school's website which contains a wealth of information about the school, its ethos, curriculum and activities and of course our Ofsted report, which confirms so much of what we value about the school. You might also enjoy our introductory video which can be reached from our website's landing page.

I very much look forward to receiving your application for this post and would encourage you to get in touch if you would like any further information!

N J Cole  
Executive Head

# FROM THE STAFF AT WILSON'S

*"Staff wellbeing and workload are considered very carefully. Consistently the actions taken speak louder than words and this helps manage workload and leads to a happy and social team."*  
(Sam, Teacher of Chemistry)

## **Sarah joined Wilson's in 2010**

The first day I walked into Wilson's I felt a warm welcome and knew that I wanted to work here. Looking back I feel grateful to have joined Wilson's as an NQT where the initial support and training allowed me to grow into a confident teacher. Given the opportunity to teach eager and bright young minds, in a caring and friendly environment, I very quickly fell in love with my job.

Expectations are high at Wilson's, but the real active collaboration with colleagues and high professionalism helped me to rise to the challenge of being a teacher here. After several years at the school I can see the huge impact working here has had on my own personal growth and development, and to this day I still love my job as much as when I first started.

## **Emma joined Wilson's in 1992**

I began my career at Wilson's in 1992 as a part time teacher of Art. I lived in London and combined this with freelance design work. I loved the flexibility that I had of doing both jobs that I loved. When I moved to Brighton I didn't want to give up teaching at a school that gave me so much fulfilment. So I kept the job, enjoyed the commute and carried on to become a full time teacher and am now Head of Art. I also have the unexpected, but am very proud of honour, of being the longest-standing member of the teaching staff at an exceptional school.

## **Sam joined Wilson's in 2020**

I previously worked with a former student of the school and only heard of positive experiences. Upon further inspection the school's expectations and teaching is of the highest regard. Meeting the passionate, caring and intelligent young people all around the school verified more than the examination results.

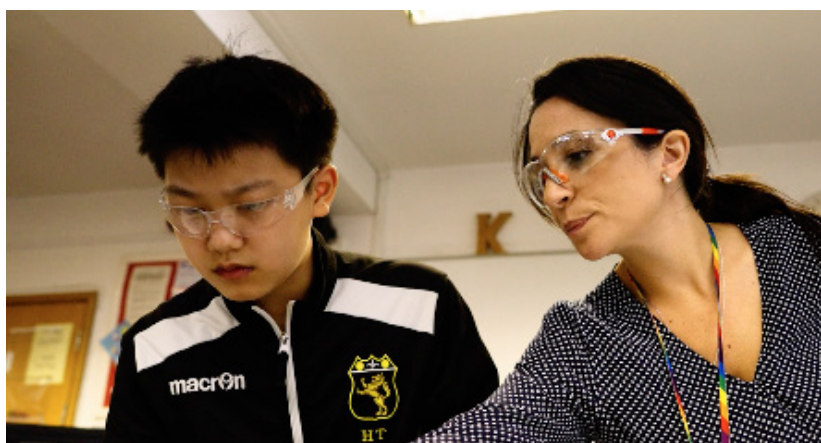
Staff wellbeing and workload are considered very carefully. Consistently the actions taken speak louder than words and this helps manage workload and leads to a happy and social team.

Research based professional development is of a very high standard. Authentic methods rooted in good classroom practice mean a high success rate is achieved.

Strong exam performances may lead to assumptions that Wilson's is solely academically driven. In reality, there is a strong ethos ensuring the students are expanding their horizons culturally and stimulating any passions from the beginning of their school career. The resulting boy becomes a well-rounded young gentleman both capable and resilient for any challenge they may face.

## **Patrick joined Wilson's in 2010**

I attended a very diverse London state school and the idea of working in a similar school really appealed to me. The prospect of teaching the subject I love to very intelligent, highly motivated students was also very appealing – and has proved to be hugely enjoyable and rewarding. English is a popular subject at A level and I can't imagine encountering more intelligent and engaged sixth-form students anywhere else. Working at Wilson's has also afforded me the opportunity to explore career options both within and outside the English department. It's a very friendly place to work, too, with a wide range of staff activities to take part in, and lots of supportive – indeed, inspiring – colleagues.



*"I arrived at Wilson's over 20 years ago and very quickly realised I didn't want to leave." (Phil, Teacher of German)*

#### **Phil joined Wilson's in 2001**

I arrived at Wilson's over 20 years ago and very quickly realised I didn't want to leave. I quickly found that once I had established myself in the school I could enjoy my lessons and have lots of fun in the classroom with highly able, motivated and often very amusing pupils. I have also been lucky enough to work with really generous, kind and supportive colleagues who always go the extra mile. There is a very active staffroom committee (Team Fun!) and people are always up for a night out (or a run, or a game of football or a cycle ride...).

My main role over the last decade or so has been Head of Year in the Lower School and it has been a privilege looking after these bright, young individuals, helping them settle into high school life. I have always found Wilson's to be a very nurturing environment for pupils and colleagues alike and I have loved my time here. I have also accompanied a lot of trips to Germany (and Wales and Iceland) but the undoubted highlight was when I was invited to go to Barbados with the first X1 cricket team; I don't know how I pulled this off but it was a great 10 days!

#### **Audrey joined Wilson's in 2014**

I have worked at Wilson's for several years now and am very happy here. When I first saw the job advertised I was hesitant to apply. Other than the fact that my cousin had once attended the school and I knew it to be a "very good school", I knew little else. I was worried that there might be a lack of diversity and inclusivity. I could not have been more wrong!

What I love most about working here is how valued I feel by staff and students alike. I started as an NQT and have had three TLRs since (as KS3 English and Literacy Coordinator a few years ago, as Deputy Director of Sixth Form and my current role as Equalities Lead). In these roles, I have felt supported and have felt as though my efforts have been acknowledged. Indeed, it is still heartening to read an e-mail from the Head thanking me for something I did not expect to be noticed. Likewise, our students' gratitude and kindness is sometimes overwhelming to comprehend. Not a day goes by without students thanking me for a lesson or performing a lovely gesture, such as offering to carry a stack of books from one building to another. The only thing that perhaps rivals our students' kindness is their dry sense of humour!





# STAFF WELLBEING AND DEVELOPMENT

*"Pupils' behaviour is exemplary and the atmosphere is warm. Professional relationships between pupils and staff are respectful. This creates a harmonious and collaborative community.... Leaders manage staff's workload well and staff appreciate the support for their well-being." Ofsted, 2022*

## **A commitment to a healthy work-life balance in term time**

- Time for writing form tutor reports is allocated on a day when the school is closed to pupils.
- There are only three points in the year when teachers have to input assessment data about their pupils onto the school system.
- Each subject department decides how and when pupils' work should be marked, to ensure manageable workload for staff.
- Almost all professional development opportunities take place during 'early finish' days so that the school day ends at 3.30pm.
- We never expect staff to read or reply to emails in the evenings, weekends or holidays.
- The school calendar is planned over a year in advance and shared with staff for comment before it is finalised.
- All members of staff can raise questions, suggest innovations and acknowledge the contribution of colleagues via a formal process each half term.

## **A vibrant place to work**

- The school is a cheerful place to work, with professional relationships characterised by warmth and good humour.
- Pupils at Wilson's are a pleasure to work with. They are particularly proud to be at the school and they work hard.
- There is very strong provision for the welfare of pupils. Pupils of all ages behave very well.
- We have an active Staff Association, which organises social events, alongside staff yoga, football, badminton and book club.
- We appreciate the importance of family and will always do our best to enable members of staff to attend important events.
- The Wilson's School Trustees provide complimentary tea and coffee for staff and little treats at several points in the year!

## **A place to advance your career**

- Wilson's has a national reputation for excellence given the outstanding outcomes of pupils and the successes they go on to achieve.
- Whatever their level of experience, all new staff receive mentoring from an excellent, experienced teacher within the school. New leaders are allocated a leadership mentor.
- We have a reputation for spotting and nurturing talent. Many of our school leaders joined as Newly Qualified Teachers. We operate specific programmes for ECTs, aspiring middle leaders and aspiring senior leaders.
- Professional learning opportunities encourage staff to debate the way they teach and take risks. Teachers are very much involved in the planning of these programmes.

## **A commitment to on-going improvement**

- We regularly invite staff to suggest innovations to the school's practice, including in relation to workload.
- A biennial anonymous staff survey allows us to address concerns and questions from members of staff.
- All leaders within the school operate an 'open door' approach so that queries are answered and problems solved quickly.
- Parents and colleagues are regularly given the opportunity to acknowledge the contribution made by staff.



*Not familiar with the area? If you do not know the area well, the school is well connected to all areas of London and Surrey by rail and bus. Unusually for London, we have extensive free parking on site. If you are considering relocation and may need short term accommodation, this is sometimes available.*

# ADMISSIONS

The school is undoubtedly one of the most popular and well-regarded schools in the country.

We draw our students from a wide area, although approximately 70% live within a five mile radius of the school. The remaining students travel from other London boroughs and Surrey. Good public transport makes the school accessible from a wide area.

Students are selected by examination. The school collaborates with other South London grammar schools in running a Selective Eligibility Test as a first round selection test. Each year approximately 4,000 boys sit this test and around 1,200 are passed for the second round tests. We examine students in challenging Mathematics and English tests that we write and mark ourselves.

We receive applications from between 200-300 students a year to join the Sixth Form. Each year we admit a small number of these.





# TEACHING AND LEARNING

*"Pupils thrive in a culture of high expectations." Ofsted 2022*

There is a strong culture of pedagogical development and interest within the staff room as well as in departments. A significant number of staff are actively engaged in delivering CPD and in support for ECTs and new teachers at the school. We encourage debate and discussion about the way we teach.

We are strongly committed to ensuring that all teachers have the opportunity to develop their professional skills to a very high level. We have a shared vision for what excellence in learning for our students should look like. Based closely upon the Classroom Quality Standards for Gifted & Talented education, we strive to create a real passion for learning in our students and a real enthusiasm for pedagogy amongst our staff. These overriding principles in no way stymie innovative practice!

All members of staff pursue a well-supported range of professional development routes. Many other staff are actively engaged in pedagogical and professional training and development. Our Professional Learning programme also supports teachers in developing their career as well as their teaching. We have an excellent track record of rewarding talent and hard work via



promotion. Indeed, almost all of our Heads of Department and Heads of Year began their career in the classroom here and have not wanted to leave! The Senior Leadership Team itself is entirely 'home grown'. For those aspiring to Senior Leadership the Executive and Associate Heads provide bespoke support via a programme called Developing the Whole School Mindset.



*Candidates can familiarise themselves with the school's current programmes, details of which can be found at:*  
<https://www.wilsons.school/work-at-wilsons/>.

# CO-CURRICULAR ACTIVITY

Activity outside the classroom is intrinsic to the character of Wilson's. The experiences that students gain through participation in these activities are among the most enriching and rewarding aspects of their school life and they derive much enjoyment from them.

*"An exceptional enrichment curriculum in all years gives pupils rich and varied experiences." Ofsted 2022*

One of our key aims is to ensure that all pupils participate in co-curricular activity and this is supported by a number of different structures at the school, not least the House System, which provides for a full range of competitive and charitable activity.

A number of very well developed activities, all of which are marked by genuine excellence, lie at the heart of the school's extra-curricular and co-curricular offering. School sport is exceptionally strong. Football and cricket are the school's main sports: in a typical year, as many as four hundred football fixtures will be played. We are one of the country's most successful badminton schools. The Sports department aims to develop elite sportsmen alongside the parallel objective of securing the widest participation. Participation is valued and encouraged for its own sake and forms the foundation for a developed competitive structure.

Music is equally strong, providing an extensive range of opportunities for involvement and participation. All Year 7 pupils receive small group instrumental tuition, on the timetable, for free.

There is a full range of ensembles, orchestras and choirs and standards of performance are very impressive. Other equally strong and impressive aspects of the school's provision include the very well supported and run CCF, the Duke of Edinburgh Award (bronze, silver and gold), drama, chess and debating.

It is important to stress that at Wilson's we do not have a hierarchy of talents. We excel in a wide range of areas but we do not see ourselves as defined by any one of them. We simply want boys to find something to immerse themselves in that they enjoy.





# PASTORAL CARE

The pastoral system of the school is a particular strength and does much to maintain high levels of motivation and wellbeing among the students.

*"Pupils' behaviour is exemplary and the atmosphere is warm." Ofsted 2022*

Our aim is to provide scope for every student to explore his own strengths, to understand and begin to tackle his weaknesses and hence develop as a person. We aim to support students in developing a resilient, optimistic, confident and ambitious outlook. NON SIBI SED OMNIBUS (not for oneself, but for all) drives all that we do.

Each key stage has its own Director who manages a team of Year Heads. Pastoral support is provided by Pastoral Support Managers and a team of tutors who monitor progress and deal with any difficulties promptly. Each form group has two tutors and so we know our boys very well indeed.

Wilson's is a caring community in which everyone feels valued and accepted and, consequently, can the self-confidence, motivation and opportunity to fulfil their potential. Behaviour management systems in the school are good-natured but firm, with a strong emphasis on educating pupils in self-discipline and in adopting a positive and public-spirited approach.

Relationships between students and staff are very positive, a feature of the school frequently commented on by visitors. The excellent relationships between teachers and students make Wilson's a very pleasant school to work in. The students are engaging, courteous, well-motivated and well behaved. You may wish to hear the views of pupils's view and staff on the pastoral system in this short video. <https://www.wilsons.school/positive-mental-health/>



# The Senior Leadership Team

The Senior Leadership Team is high-performing, cohesive and committed to sustaining the school's national reputation for academic excellence and the highest quality of pastoral care. Led by the Executive Head, leadership at Wilson's is characterised by intellectual rigor and humility. Every decision is filtered through the lens of what best serves the boys' long-term development and the wellbeing of our staff.

As a member of this team, you will enjoy a culture that is research-informed, sharply focused, pragmatic and highly collaborative. We engage in debate and shared problem-solving, but know when and how to disagree well, whilst maintaining a united front.

The Senior Leadership Team - underpinned by the principle of leading by example - has a highly visible and active presence. All members of the team are strong and reflective practitioners who remain deeply connected to the classroom. Whether delivering lessons, stewarding a form group, or maintaining a calm and purposeful atmosphere on duty, leaders model the standards they expect from others. This grounded and humble approach ensures that policy is always rooted in practice.

A real strength of the Senior Leadership Team is its stability. Nathan, the Executive Head, joined Wilson's as a Head of Year in 2006 and has led the school since 2014. All of the other members of the SLT either began their journeys here as new teachers or joined Wilson's as middle leaders. The school's commitment to nurturing and retaining talented senior leaders has been fundamental to the school's ongoing success. However, this stability never translates into complacency or self-satisfaction and we are not inward looking. We remain unflinching in our evaluation of the school and our own leadership.

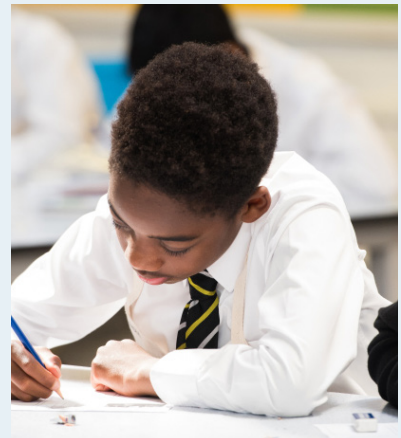
Innovation at Wilson's is never pursued for its own sake. Instead, change is approached with both ambition and measure, ensuring that every

development is purposeful, carefully researched, and designed to help the school provide an exceptional education for its pupils.

The team meets weekly during the school day. These meetings, chaired by the Executive Head, are attended by: the Associate Head, four Deputy Heads and two Assistant Heads. The SLT is supported by two associate senior leaders: the Director of Finance and the Director of Pupil Information who also acts as the SENCo. These postholders meet with the SLT once a fortnight as part of the Associate Leadership Team (ALT). Two Assistant Heads will be new to the team in September 2026.

The remit of this post is new in so far as its responsibilities have hitherto been shared across the team. The postholder will need to be dynamic, but strategic and collegial in realising the ambition set out in the job description.

This vacancy represents a very rare opportunity to hone your senior leadership skills at one of the finest schools in the country and in turn support our pupils - and particularly those who are vulnerable and or potentially disadvantaged - to realise their potential. We look forward to hearing from you.



# THE OPPORTUNITY

This is a rare and exciting opportunity for a full time teacher of any subject currently delivered at the school, to join a high-performing leadership team as Assistant Head.

## Personal Specification

Full details are available in the job description.

### You will have:

- A strong academic record, including a degree from a highly regarded university.
- A consistent record of strong teaching standards.
- Excellent organisational skills.
- Commitment to professional improvement.
- High energy levels and a willingness to work hard.
- Strong communication skills and high levels of literacy.
- The potential to support and advise other colleagues.
- Strong interpersonal skills in working with colleagues.
- Ability to get things done with imagination, vision, drive, strength and character.
- A willingness to participate in enrichment and extra-curricular activities, including residential and out of hours visits.

## Remuneration

- Outer London Leadership Scale (13-17) to include employer contributions to the Teachers' Pension Scheme (TPS).

## Personal Attributes

### The successful candidate will:

- Be committed to student learning and raising achievement of all students through his/her teaching.
- Have very high expectations for the learning and ability of students.
- Demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work.
- Be a model of professionalism, through his/her conduct in and around the workplace and when representing the school.
- Exemplify excellence in his/her relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role.
- Demonstrate a willingness to contribute to enrichment and co-curricular activities.
- Possess a good sense of humour.

## The Application

Our online application form can be accessed using the following link [Wilson's School Application Form Assistant Head – Fill in form](#)

The closing date is Friday 13 February 2026 at 16:00. We will not accept applications received after this time. Shortlisted candidates will be informed by the end of the week commencing 23 February and interviews / assessment activities will take the following week.

We are always delighted to talk about the school and so do please contact Naomi Hamilton [nh@wilsonsschool.sutton.sch.uk](mailto:nh@wilsonsschool.sutton.sch.uk) if you have any specific questions and she will arrange for a senior leader to get in touch.





# SAFEGUARDING AND CHILD PROTECTION POLICY

Please read the Wilson's School [Safeguarding and Child Protection Policy](#) on the school's website which includes information on the employment of ex-offenders.

## REHABILITATION OF OFFENDERS ACT 1974

(Exceptions) Order 1975 (as amended)

Wilson's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As employment with Wilson's School allows access to children and young people this legislation entitles us to ask applicants for employment to disclose ALL cautions and convictions even if they are "spent" (unless they are protected as defined within the rules). Prior to employment we will obtain an

Enhanced Disclosure from the Disclosure and Barring Service revealing details of all unprotected convictions and cautions, both unspent and spent, and also any intelligence information which a chief officer of police reasonably believes to be relevant to the application. Any offer of employment will be subject to clearance, satisfactory to Wilson's School, that you are suitable for employment within the category of the post applied for.

## EQUALITY

Wilson's School sets out to meet the aims and commitments set out in its equality duty plan when considering applicants for employment. This includes not discriminating under the Equality Act 2010 on the basis of a protected characteristic (sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity). Wilson's School also

ensures it has due regard to the need to eliminate discrimination and other conduct that is prohibited by the act; advance equality and opportunity among people who share a prohibited characteristic and people who do not share it and to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

