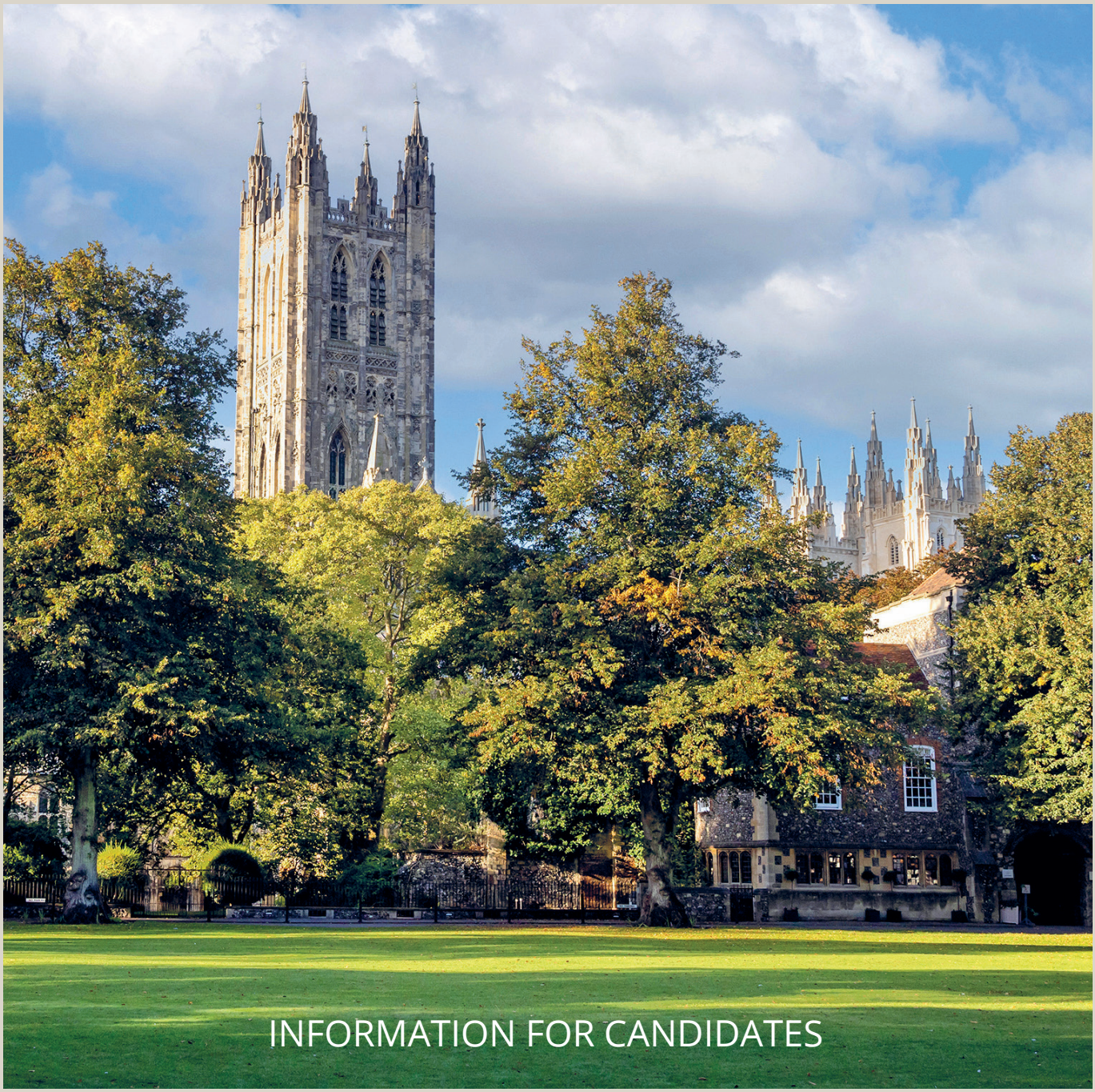
THE
KING'S SCHOOL
CANTERBURY

Day Housemaster / Housemistress

(Teaching) Start date: Sept 2027





Welcome from The Head



Dear Candidate,
Many thanks indeed for your interest in this role as Day Housemaster / Housemistress (Teaching) at The King's School Canterbury. I joined King's as Head in September 2023 and this is a very exciting time to be part of this distinctive and inspiring School as we set out a new strategic vision and chart our course for the future.
King's is a simply wonderful place to live and to work. Since joining, I have been struck by the remarkable warmth of the welcome that I have received here and by the friendliness, mutual respect and authenticity of the relationships between staff and pupils.

Our incredibly rich and broad curriculum and co-curricular programme create an environment where it feels that anything is possible, where pupils are known and supported as individuals, and where they are encouraged to pursue their own unique path through King's and beyond.

Around 75% of our pupils are boarders (equal numbers of boys and girls) and our pupil body is drawn from a range of backgrounds both at home and abroad. We have a generous bursary provision and have recently launched an ambitious campaign to turbo charge this and to further widen access to our School. With this diverse and inclusive community, global mindedness and open-mindedness are hallmarks of our School. Pupils achieve excellent outcomes in external examinations, but a King's education looks far beyond this. Our remarkably broad curriculum and our enrichment programme serve to develop pupils as thinkers, and as learners, and prepares them to make a positive mark on the world beyond school. We also want to ensure that pupils enjoy their time with us – that their school days are filled with joy, exploration and discovery.

King's is also a wonderful place to work. Staff here are talented, committed and collegial, and there is a culture of mutual respect that runs through the whole community. Canterbury itself is a vibrant and beautiful city, with excellent transport links to London and the wider South East, and the School offers a strong package of benefits and professional development opportunities. We want the people who work here to feel as supported and stretched as our pupils do.

I do look forward to meeting you in due course.

Yours sincerely,



Jude Lowson, Head

Life at King's

Teaching at King's is about far more than delivering excellent lessons. As one of the country's leading boarding and day schools, we are a vibrant, busy and deeply engaging community in which learning, co-curricular life and pastoral care are closely intertwined. Our teachers play a full part in that community, helping to shape the rich educational experience that defines a King's education.

A distinctive feature of life at King's is our six-day academic week. Saturday lessons have been an established and valued part of the curriculum for many years, creating additional opportunities for intellectual exploration and allowing a more balanced rhythm to the school week. As a result, all full-time teaching staff are expected to be available for work from Monday to Saturday during term time.

Saturday has a character and cadence all of its own. Academic lessons take place during the morning, finishing at 11.45am, after which pupils participate in Games, training sessions and a busy fixture programme. The day reflects our commitment to educating the whole person, combining academic ambition with sporting, cultural and co-curricular enrichment.

As a flourishing boarding school, some roles also carry evening commitments. These vary according to a teacher's boarding, day house or wider co-curricular responsibilities, but they form an important part of the strong relationships that underpin life at King's. Many colleagues find that this broader engagement with pupils is one of the most rewarding aspects of working here.

Applicants should therefore be excited by the prospect of contributing to a dynamic school community that extends beyond the classroom. King's offers the opportunity to work with talented and engaged young people, committed colleagues, and a school culture that values scholarship, service, creativity and participation in equal measure.

Leading a day house community at the heart of King's

All pupils are members of a House. There are seven girls' boarding Houses, six boys' boarding Houses and four day Houses.

Each House is in the care of a Housemaster or Housemistress, who is likely to be one of the most influential people in a pupil's school career, assisted by a Matron and a team of five or more mentors. Pupils identify strongly with their House and there are many inclusive activities such as concerts, plays and charity fundraising with boys and girls houses 'twinned' for many events. The Day House is intended to mirror the Boarding House in every respect – except for the provision of beds!

Two exciting day house leadership roles have become available at King's for September 2027.

This (teaching) version of the role has a roughly 50/50 split between teaching/co-curricular commitments in the school as a whole, and the other half devoted to caring for the pupils in their House. Candidates should also be aware that another (non-teaching) version of the role is also being advertised, but this one should appeal to experienced classroom teachers who can deliver a subject currently offered by King's but take a strong interest in pastoral care.

This leadership role involves taking responsibility for building a safe, thriving and inclusive House community, leading its staff team and ensuring that every pupil is supported to develop academically, personally and socially and to participate fully in life at King's.


STAFF

About King's

The King's School Canterbury is one of the oldest schools in the world, tracing its origins to the arrival of St Augustine in England and the foundation of his monastery in Canterbury in 597 AD. Re-founded by Royal Charter in 1541, the School has been shaping young people for well over a thousand years. Today it is a co-educational, day and boarding school educating pupils from the age of three to eighteen, and the group comprises three schools based in and around Canterbury, alongside a growing family of international schools overseas.

A King's education is inspired, not constrained, by tradition. Across all its schools, the emphasis falls on intellectual curiosity, the development of the whole person, and preparation for the lives pupils will lead beyond King's. The School is particularly celebrated for its music, the creative and performing arts, and the breadth of its co-curricular life. High levels of pastoral care run through everything the group does.

Our Schools

The King's School, Canterbury educates pupils from 13 to 18, with around 960 pupils on roll, of whom around 720 are boarders. The School sits at the heart of one of England's most remarkable cities, occupying buildings in and around the Precincts of Canterbury Cathedral, a UNESCO World Heritage Site. There are six boys' boarding houses, seven girls' boarding houses and four day houses. King's has always welcomed pupils from across the world, and the diversity of its community is one of the hallmarks of the school.

Junior King's occupies 80 acres on the banks of the River Stour in Sturry, three miles from Canterbury. Originally founded in 1879 in the Cathedral Precincts, the School moved to its current site in 1929. Set around a sixteenth-century Manor House and Tithe Barn, the school educates over 365 pupils from Nursery through to Year 8. It is a school with its own distinctive character and ethos, offering exceptional pastoral care alongside a broad, creative curriculum and outstanding co-curricular provision. The great majority of pupils progress to King's Senior School at 13.

The International College, launched in 2018, provides a pathway into British education for international students aged 13 to 17. Located in a purpose-built, award-winning building on the Malthouse campus, it offers a one-year fast-track GCSE programme and welcomes over 70 students from across the world each year. Students integrate fully with the Senior School for co-curricular activities, and most go on to join King's for Sixth Form study.

Overseas, King's has established international schools in Shenzhen, China and Phnom Penh, Cambodia, with two further schools due to open shortly in Cairo and Bengaluru. Each school carries the King's commitment to academic and co-curricular excellence into its local setting, offering a British education with a genuinely global perspective.





The King's Standards

We believe that no single approach to teaching leads to improved pupil outcomes. High-quality teaching is multi-dimensional. Nevertheless, drawing on research, observation of practice, and the input of our teachers, we have identified this set of standards.
It is not expected that all these standards are being met at any one time. This is instead an outline of ambition for our teaching practice at King's.



C Climate for Learning

C1. High expectations ensure all learners are challenged and supported to make progress.
C2. Positive and respectful relationships are actively fostered. Our pupils are known as individuals by our teachers.
C3. Teaching at King's is underscored by strong subject knowledge and an infectious scholarly enthusiasm. Lessons, departmental societies, and talks to engender an intrinsic love of learning and encourage cross-curricular thinking.
C4. A safe, inclusive, and collaborative learning environment celebrates diversity of voices, opinions and perspective.
C5. Digital expertise, ethics, and safety are modelled and taught within our classrooms.

P Planning and Curriculum

P1. Planning ensures a logical progression across activities, lessons, units, subjects and years of study.
P2. Weekly and monthly review is embedded into routine to allow spacing, interleaving and spiraling of content.
P3. Lessons are planned to recall prior knowledge, predict misconceptions and anticipate future learning.
P4. Colleagues collaborate within departments to plan effectively and ensure a coherent learning experience for our pupils.
P5. Lesson planning is inclusive and adapted to support the needs of all.
P6. Activities within lessons are purposeful, designed to address learning intentions. They are varied and offer a balance of explanation, questioning, modelling, and deliberate practice tailored to the set.
P7. Lessons are planned to include Careers within the curriculum, including highlighting skills required for the world of work.
P8. Prep tasks are planned to link to learning intentions, with a careful balance of pre-learning, revision, practice and open-ended projects. Flipped learning is given due consideration.

D Delivery

D1. Learning intentions, the purpose of learning, and success criteria are explicitly communicated.
D2. Concepts and activities are broken down into manageable chunks tailored to learners' needs.
D3. Modelling of key skills and tasks is undertaken by both teachers and pupils.
D4. Activities delivered in our lessons are engaging and interactive, with appropriate opportunities for pupil-led pacing.
D5. Transitions between tasks are effectively managed. The teacher gains and sustains attention when delivering instructions. Instruction and explanation give due consideration to cognitive load.
D6. Pupils are explicitly taught key transferable skills, including literacy, numeracy, oracy, collaboration, communication.

A Assessment

A1. The teacher regularly checks for understanding using a range of skilful strategies to elicit feedback from pupils during lessons (Assessment for Learning). Teachers use this feedback to adapt their teaching.
A2. Skilful approaches to questioning are evident, leading to 'no room to hide'. The purpose of questioning is carefully considered (creating success, retrieval practice, identifying misconceptions etc.)
A3. Teacher Feedback helps learners bridge the gap between their current understanding and their improvement.
A4. Learners are given the opportunity to engage with specific, actionable feedback and apply it to their work.
A5. The teacher creates space for genuine dialogue. This applies to feedback, questioning and assessment.

M Metacognition

M1. Pupils are encouraged to reflect on their skills and learning in literacy, numeracy, oracy, collaboration and communication.
M2. Teachers model and give guidance on strategies to plan, monitor, and reflect on learning.
M3. Teachers model subject-appropriate learning strategies and revision methods, encouraging pupils to reflect on these.
M4. Pupils are supported to understand and develop their reading, research, and analytical skills, fostering academic independence.
M5. Pupils are encouraged to actively seek out challenge and areas for academic improvement, using these to hone their knowledge and skills, engendering academic resilience.





Living in Canterbury

King's is at the heart of the city, with much of the School nestled around the Green Court, within the Precincts of Canterbury Cathedral. This creates a beautiful and tranquil working environment, within a small but bustling city, which is also home to two universities.

The River Stour runs through the heart of the Canterbury, with boat tours giving a chance to see some of the city's hidden gems. There is a busy high street, gorgeous medieval lanes, and a good range of shops, plenty of places to eat, two cinemas and a city theatre that sees performances ranging from Shakespeare's The King & I and Matthew Bourne's Sleeping Beauty to stand-up comedy and critically-acclaimed musicals.

If the history in the city is not enough, there are plenty of castles to visit nearby. There is beautiful countryside all around the city with plenty of pretty villages nearby, as well as Blean Woods where wild bison now roam. The coastline is an easy journey away by car or train, with a variety of sandy beaches, cliffs and long coastal walks.

The M25 and M20 are easily accessible making Gatwick and Heathrow within reasonable driving distance, and there is the high-speed train link into London, getting you to St Pancras in just under an hour. For those wanting the continent, Dover and Folkstone are just a short car journey away.

Applications

Applications should be submitted online through the King's School website (Current Job Vacancies • The King's School, Canterbury (kings-school.co.uk)) and should include a Cover Letter and a CV, by 4 December 2026. First round online interviews will take place week commencing 7 December 2026 with a second round at the beginning of January 2027.

If you have any queries please contact the HR Recruitment Team: recruitment@kings-school.co.uk.

Working at King's

Hear from our staff what it's like to work at The King's School.





Benefits

Fee remission
Access to generous fee remission for children of teachers to attend at King's and Junior King's.

Pension
Option to join either the Teachers' Pension Scheme or Royal London (defined contribution).

Life Assurance
All employees are automatically enrolled into a life assurance scheme that pays benefits to dependents.

Health Insurance
King's Private Healthcare Scheme. Please note this is a non-contractual benefit, currently administered by BUPA.

Employee Assistance Programme
A free confidential helpline available 7 days a week, 365 days a year and the option of accessing face to face counselling.

Sports Centre
All employees have gold membership with access to the pool, gym and other facilities.

Cycle to Work Scheme
The school operate a salary sacrifice cycle scheme which could provide savings of up to 40%, dependent on salary and cycle cost.

Eye Care
Regular VDU users can receive a financial contribution to the cost of both eye tests and glasses.

Financial Advice
King's facilitates regular free impartial financial advice to all employees.

Lunch
Staff enjoy lunch together in our school dining rooms during term time.





Safeguarding

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The School may carry out online searches on shortlisted applicants and all applicants will be required to provide details of their online profile, including social media accounts, as part of their application.

The post is exempt from the Rehabilitation of Offenders Act 1974. The School is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview (including those which are “spent” unless they are “protected” under the DBS filtering rules) in order to assess their suitability to work with children.



Our commitment to Diversity, Inclusion & Equality

King's is committed to fostering a welcoming and inclusive community where all individuals are treated with dignity and respect. We seek to recruit staff who share our commitment to equality, diversity, and inclusion, and who are dedicated to creating an environment in which every pupil and colleague can thrive.



THE
KING'S SCHOOL
CANTERBURY

THE
KING'S SCHOOL
CANTERBURY

DAY HOUSEMASTER / HOUSEMISTRESS

Job Description and Person Specification

Leading a day house community at the heart of King's

A pastoral and academic leadership role responsible for building a safe, thriving and inclusive House community, leading its staff team and ensuring that every pupil is supported to develop academically, personally and socially and to participate fully in life at King's.

1. Role overview

Job title	Day Housemaster / Housemistress (Day HSM)
Reports to	Deputy Head, Pastoral
Responsible for	The day house pastoral team, including the Deputy HSM(s), mentors and relevant support staff
Working pattern	If a teaching HSM is appointed then a reduced teaching option will have an adjusted pattern reflecting the agreed teaching commitment. If a non-teaching HSM is appointed then approximately 49 hours per week across six days, Monday to Saturday, during term time. A proposed rota is set out in section 5.1 and is open to discussion and development with the Deputy Head, Pastoral, shaped around House opening hours, pupil needs and whole-school commitments. In the holidays, an average of about 4 hours per week is expected for administration, parent communications and correspondence.
Teaching (optional)	The role may be undertaken with a reduced teaching commitment or as a substantive non-teaching pastoral leadership position. The non-teaching option is not a conventional office-hours role and requires sustained visibility within the House and across the wider School.
Review cycle	Annual appraisal and House Development Plan review

2. The opportunity

The Day HSM leads a distinctive community at the heart of King's. This is a people-centred leadership role for someone who can combine warmth and authority, build trusted relationships and create the conditions in which pupils and staff flourish.

The postholder has overall responsibility for the safety, wellbeing, academic development, personal growth and participation of up to 100 day pupils. They shape the culture of the House, lead its pastoral team and work closely with families, teachers and colleagues across the School to ensure that every pupil is known, supported, appropriately challenged and able to fulfil their academic potential.

Central to the role is availability. Day pupils need to know that, from early morning until the end of the day, there is a trusted adult in the House who knows them, is easy to find and can respond straight away, whether to a worry, a safeguarding concern, a missed lesson or simply a need for encouragement. The postholder therefore needs the pastoral skills to listen, support and act, and the presence to make the House a genuine home base throughout the day.

Equally, the Day HSM is not tied to the House. They are expected to leave it, with appropriate cover in place, to support House pupils in their events across the School, such as matches, concerts, productions, assemblies and trips, so that day pupils feel their House leader is invested in every part of their School life.

We welcome applications from experienced teachers and from professionals outside teaching who bring strong child-centred leadership, safeguarding knowledge and relevant qualifications. Suitable candidates might, for example, have previously worked in education (as teachers, pastoral leaders, tutors or learning-support staff), as youth workers, in coaching or mentoring, or in social care, counselling or a comparable child-centred setting. Coaching skills, the ability to build trust with young people and families and a calm

approach to challenge are particularly valuable. What matters most is the ability to lead a busy community with sound judgement, compassion, energy and high standards.

3. What the role requires

The Day HSM is responsible for creating the pastoral conditions in which every pupil can learn, make progress and fulfil their academic potential. This includes maintaining an informed overview of each pupil's development, identifying concerns early and ensuring that appropriate support, challenge and follow-up are in place.

- Put pupils' safety, dignity and best interests at the centre of decisions.
- Be a visible, approachable and dependable presence throughout the school day.
- Know pupils as individuals and ensure their needs, strengths and concerns are understood by the right people.
- Create a strong House identity rooted in belonging, inclusion, service, mutual respect and high expectations.
- Lead calmly and decisively during incidents, emergencies and periods of pressure.
- Model excellent professional judgement, boundaries, communication, confidentiality and conduct.
- Advocate for day pupils and remove barriers to their full participation in school life.
- Work collaboratively so that pupils experience consistent care and standards across King's.
- Champion the academic development of every pupil in the House and foster a culture in which learning, intellectual curiosity, effort and progress are valued.
- Know pupils as learners as well as individuals, including their strengths, aspirations, barriers to learning and emerging academic concerns.
- Ensure that academic concerns are identified early, communicated clearly and addressed through timely, coordinated support.
- Maintain high expectations while recognising that pupils may need different forms of encouragement, challenge or intervention to make progress.

4. Key responsibilities

4.1 Safeguarding and pupil welfare

- Create a vigilant, child-centred safeguarding culture and act immediately on concerns or disclosures in line with School procedures.
- Ensure concerns, decisions, actions and outcomes are recorded accurately and promptly, and work closely with the Designated Safeguarding Lead and relevant external agencies.
- Maintain oversight of each pupil's pastoral journey, including transition, health, attendance, friendships, family circumstances and additional needs.
- Coordinate support plans, risk assessments and reintegration arrangements, drawing together specialist colleagues where needed.
- Promote healthy routines, respectful relationships, digital wellbeing, help-seeking and age-appropriate independence.
- Ensure pupils know how to seek help, feel listened to and trust that concerns will be taken seriously.

4.2 Daily oversight, attendance and safe movement

- Ensure reliable systems for registration, absence follow-up, late arrival, early departure, appointments and end-of-day sign-out.
- Maintain an accurate understanding of pupils' whereabouts and follow up discrepancies without delay.

- Identify patterns of absence or lateness and coordinate effective support with pupils, families and colleagues.
- Set clear arrangements for travel, collection, transport disruption, late stays and changes of plan.
- Ensure appropriate supervision during all House opening hours, including breaks, meals, study periods, evening activities and special events. Although each day house currently has an appointed matron/PCA, the postholder must not assume that a second member of staff will always be present.
- Establish, publish and regularly review a coherent House duty rota that identifies the member of staff responsible for supervision at every point when the House is open. The rota must provide clear handovers, contingency cover for absence and no unintended gaps in adult supervision.

4.3 Academic development, learning, behaviour and personal development

- Set clear and fair expectations for behaviour, appearance, punctuality, respect and care of the House environment.
- Maintain an informed and current overview of every pupil's academic progress, attainment, effort, organisation, workload, attendance at lessons and engagement with learning.
- Use available academic information, including reports, assessment data, teacher feedback and pupil reflection, to identify strengths, emerging concerns and patterns requiring attention.
- Work closely with teachers, mentors, Learning Enhancement, examinations and Futures staff to ensure that pupils receive timely, coordinated and proportionate support.
- Ensure that academic concerns are followed through, with clear actions, appropriate communication and regular review of the pupil's progress.
- Bring together academic, pastoral and family perspectives so that barriers to learning are properly understood and pupils experience consistent support.
- Provide appropriate challenge and encouragement for pupils at every level of attainment, including those who are underperforming, those with additional learning needs and those capable of achieving at the highest levels.
- Promote high aspirations, intellectual curiosity, effective study habits, good organisation and increasing academic independence.
- Ensure that mentors understand their responsibility for supporting pupils' academic progress and that academic development is discussed purposefully through the mentoring system.
- Create effective arrangements within the House for quiet study, academic support and constructive conversations about learning.
- Help pupils maintain a healthy and sustainable balance between academic ambition, wellbeing, co-curricular commitments and family life.
- Recognise and celebrate academic progress, effort, improvement and achievement, not solely high attainment.
- Apply School policy consistently, using restorative approaches where appropriate and responding promptly to bullying, discrimination, harassment or harmful group dynamics.
- Develop meaningful pupil leadership while retaining clear adult responsibility for safeguarding and discipline.

4.4 Participation and the day pupil experience

- Ensure pupils can access a broad range of sport, music, drama, service, societies, trips, leadership and social opportunities.
- Monitor participation and respond where pupils are overcommitted, isolated, disengaged or limited by travel or family arrangements.
- Create an engaging programme of House events, competitions, social opportunities and community activities.

- Ensure the House provides a genuine home base for study, rest, changing, storage, refreshments and informal contact.
- Represent day pupil needs in whole-school planning, including calendars, transport, dining, communications and events.

4.5 Leading people and building partnerships

- Lead the Deputy HSM, pastoral care assistant (PCA), mentors and relevant staff as one coherent, high-performing team with clear roles, duties and escalation routes.
- Provide effective induction, support, appraisal and professional development, delegating meaningfully while retaining accountability.
- Chair purposeful team meetings, ensure essential information is handed over safely and follow agreed actions through.
- Ensure that mentors maintain an informed overview of their pupils' academic progress and provide purposeful encouragement, challenge and support.
- Set clear expectations for regular mentor conversations about learning, organisation, workload, academic goals and any barriers to progress.
- Use House team meetings to review academic patterns and individual pupils requiring coordinated support, while maintaining appropriate confidentiality.
- Hold members of the House team accountable for agreed academic support and follow-up actions.
- Create a fair and resilient duty structure, supporting staff wellbeing while maintaining high standards of care and conduct.
- Build constructive, appropriately boundaried relationships with parents and guardians from admission onwards.
- Communicate proactively and sensitively about concerns, progress and success, and manage difficult conversations calmly and fairly.
- Work with complex family arrangements in line with legal and School requirements.

4.6 Operations, systems and strategic development

- Ensure the House is safe, welcoming, well maintained and prepared for emergencies, unusual days and predictable pressure points.
- Oversee House risk management, fire safety, first aid arrangements and the prompt reporting and escalation of hazards or defects.
- Maintain accurate, secure and timely records and ensure staff use School systems consistently and appropriately.
- Use data, pupil voice, family feedback and staff insight to identify patterns and improve provision.
- Produce and deliver an annual House Development Plan aligned with School priorities, with measurable outcomes.
- Use academic data, pastoral information, pupil voice, family feedback and staff insight to identify House-level patterns and priorities for improvement.
- Include clear academic-development objectives within the annual House Development Plan, with measurable actions and outcomes.
- Review whether House routines, spaces, staffing and communication effectively support pupils' learning and academic independence.
- Manage the House budget responsibly and contribute positively to admissions, transition, reviews, audits and inspections.
- Lead or contribute to a whole-school pastoral priority and share effective practice across the HSM team.

5. Wider contribution and availability

The role is not confined to standard school or teaching hours, and requires someone to be present in the House and available to pupils throughout the school day, while also being able to leave it to support pupils at events across the School. The precise pattern will be agreed with the Deputy Head, Pastoral and reviewed against the House timetable, House opening hours, pupil needs and the wider School calendar. The postholder must plan their working time so that the House remains the principal focus of the role while maintaining a visible and purposeful presence across the School.

5.1 Non-teaching role option

Where the appointment is made on a non-teaching basis, the following expectations will ordinarily apply:

- approximately 49 hours of work each week across six days, Monday to Saturday, during term time, with the detailed pattern agreed annually and open to discussion and development;
- the majority of working time spent in the day house, providing visible leadership, direct pupil contact, oversight of routines and ready availability to pupils, families and the House team;
- attendance at whole-school assemblies and other significant gatherings as required, ensuring that the postholder remains connected to the wider life, values and priorities of the school;
- regular attendance at Common Room break to liaise informally with teaching and support colleagues, exchange relevant information and maintain effective cross-school relationships;
- a visible presence during lunchtimes and at other key transition points when pupils are moving between lessons, activities and the House;
- attendance at regular meetings between 17:00 and 18:15. These meetings will normally constitute the principal planned periods away from the House, alongside assemblies, Common Room break, lunchtime duties and other agreed whole-school commitments;
- careful diary management so that time spent elsewhere in the school is purposeful and proportionate, and does not weaken the postholder's availability to pupils or operational oversight of the House;
- flexibility to vary the working pattern in response to House events, pupil need, safeguarding matters, staff absence and significant School or Cathedral occasions, balanced by agreed protected time away from duty;
- responsibility for ensuring that the House is appropriately staffed whenever it is open. Although an appointed matron/PCA currently supports each day house, there will be times when the postholder is the only member of staff present;
- the creation of a clear and resilient supervision rota involving the Day HSM, matron/PCA, Deputy HSM and other staff as appropriate, with named responsibility, reliable handovers, contingency arrangements and no gaps in supervision; and
- explicit arrangements for authorised cover whenever the postholder is required elsewhere or is off duty. The House must not remain open to pupils without an identified member of staff responsible for their supervision and welfare.

Proposed working pattern (term time)

The following is a proposed rota totalling 48 hours per week. It is offered as a starting point and is open to discussion and development with the postholder:

Day	Illustrative pattern
Monday	07:30-18:15
Tuesday	13:15-19:00
Wednesday	07:30-16:00
Thursday	12:00-19:00
Friday	07:30-17:00

Saturday	07:30-14:00

Holiday periods: outside term time there will be an average of about 4 hours per week to cover administration, parent communications and correspondence.

5.2 Expectations applying to both role options

- a regular presence before lessons, at key transition points, during lunchtime and at the end of the academic day;
- availability for agreed evening, weekend, House, School and Cathedral events;
- presence at the beginning and end of terms and half terms, and during significant induction or transition events;
- reasonable availability for urgent pastoral or safeguarding matters, with clear authorised cover when off duty;
- active participation in HSM meetings, pastoral strategy, policy development, training and whole-school decision-making;
- *where relevant*, a reduced teaching commitment delivered to the expected professional standard;
- to participate in a rotation of duties with other Day HSMs, Deputy HSMs and Heads of Section.

6. Key relationships

The postholder is expected to maintain purposeful and regular communication with academic colleagues so that pastoral and academic information is brought together in the best interests of each pupil.
They work closely with pupils, parents, carers and guardians, as well as:

- The Head, Deputy Head, Pastoral, Designated Safeguarding Lead, Senior Management Team and HSM team
- The Deputy HSM, the House PCA, House mentors and relevant pastoral and administrative staff
- Teachers, Learning Enhancement, examinations and Futures staff
- The Health Centre, counselling, wellbeing, chaplaincy and first aid teams
- Admissions, Attendance, Co-curricular, Sport, Music and Drama teams
- Estates, Catering, Security, Transport, IT, Finance, Human Resources and Health and Safety staff
- External agencies where appropriate

7. Person specification

Criterion	Status
A good degree or equivalent professional qualification. Qualified teacher status is welcomed but is not essential for applicants with relevant child-centred qualifications and experience.	**Essential**
A proven record of working successfully with children or young people and building positive, professional relationships.	**Essential**
Extensive experience in pastoral work, youth work, education, social care or a comparable child-centred setting.	**Essential**
Experience as a HSM, Deputy HSM, Head of Year or in an equivalent leadership position.	**Desirable**

Criterion	Status
Sound safeguarding knowledge and judgement, with a professionally curious approach.	**Essential**
Experience of leading and developing a multidisciplinary team and ensuring accountability.	**Essential**
Experience of managing cases, assessing risk and coordinating support.	**Essential**
Confidence in handling data and using digital systems accurately and securely.	**Essential**
Experience of managing budgets, facilities or operations.	**Desirable**
Relevant training in pastoral care, counselling, mental health, safeguarding or leadership.	**Desirable**
Excellent communication skills in writing, conversation and public speaking.	**Essential**
Ability to prioritise effectively, work at pace and stay calm under pressure.	**Essential**
A warm, authoritative and visible presence, with emotional intelligence and resilience.	**Essential**
Commitment to inclusion and the ability to earn trust throughout a diverse community.	**Essential**
Willingness to contribute flexibly to the wider life of a seven-day school.	**Essential**
Clear understanding of how pastoral care, wellbeing, attendance and behaviour relate to academic progress.	**Essential**
Ability to interpret academic information to identify concerns, plan support and track pupil progress.	**Essential**
Ability to set high academic expectations while responding sensitively to each pupil's needs and circumstances.	**Essential**
Experience of collaborating constructively with teachers, academic leaders, families and specialists to support pupil progress.	**Essential**
Experience of mentoring, tutoring, tracking academic progress or coordinating learning support.	**Desirable**

8. Success in the role

Success will be evident when:

- pupils feel safe, known, included and confident seeking help;
- concerns are identified early, recorded well and followed through;
- day pupils participate fully in the academic, co-curricular, social and spiritual life of King's;
- the House has a positive identity, high standards and a strong sense of belonging;
- families have confidence in the quality and timeliness of communication;
- staff understand their responsibilities, work collaboratively and are both supported and accountable;

- House operations are safe, orderly and responsive;
- every pupil's academic progress, engagement and support needs are known and reviewed appropriately within the House;
- academic concerns are identified early, shared with the right people and followed through to a clear outcome;
- pupils develop effective study habits, increasing independence and appropriately high aspirations;
- mentors make a consistent and purposeful contribution to pupils' academic development;
- pupils requiring additional support or challenge receive timely, coordinated intervention;
- the House celebrates effort, progress, intellectual curiosity and achievement across the full range of pupils; and
- House development priorities include measurable improvements to pupils' academic engagement and progress;
- House development priorities deliver clear, evidenced improvement.

9. Safeguarding statement

The King's School, Canterbury is committed to safeguarding and promoting the welfare of children and young people. The postholder must uphold the school's safeguarding and child protection policies, complete all required training, maintain professional curiosity and report concerns without delay through the prescribed channels. Appointment is subject to the school's safer recruitment procedures and all appropriate pre-employment checks.

10. Review and flexibility

This job description sets out the principal responsibilities of the role but is not exhaustive. Duties may be reviewed and amended following appropriate consultation to reflect the needs of pupils, the House and the School. The postholder will undertake other reasonable duties consistent with the scope, responsibilities and purpose of the role.

Document status: Version 6 | November 2026