



WELLINGTON
COLLEGE
INDIA

BRIEF FOR THE POSITION OF HEAD OF EARLY YEARS

WELLINGTON COLLEGE
INTERNATIONAL PUNE

START DATE: JANUARY 2023



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Introduction

Wellington College International Pune (WCIP) will be the eighth in the Wellington College International family and the first of several planned for India. It will benefit from strong partnership and collaboration with Wellington College UK and Wellington College schools in China and Thailand.

WCIP aims to be the leading and most inspirational education provider in India. In achieving this aim, it will be actively building upon the long and successful history of Wellington College in the UK, comparing favorably with the very best schools anywhere around the globe, with a reputation centred on a breadth of excellence, both in provision and achievement.

At Wellington International Pune, we believe that every child has the right to a well-planned, joyful, and holistic education with excellent standards of teaching. Early years education has a

lifelong impact on how young children view and value learning. Key to our educational ethos is full commitment to the school, with staff, children and parents all playing their parts in creating and maintaining a truly unique and vibrant atmosphere. Our Early Years staff are committed to encouraging pupils to embrace a wide range of experiences and to foster in them the Wellington Values and identities.

In furthering excellent delivery of early years education in an international context, we have included Year 1 within this section of the school and follow the English Early Years

Foundation Stage Framework and English National curriculum.

The Head of Early Years will be an accomplished leader of people and projects; collaborative, emotionally intelligent, able to engender confidence and inspire a team to deliver an ambitious vision.

She or he will have developed their career within excellent schools and will have a philosophy for education that is resolutely holistic, developing well-rounded individuals with strong values and the skills to thrive in an ever-changing world.

The Head of Early Years will possess resilience and flexibility, a strong sense of accountability and a global perspective.

The successful candidate will be enthused by the rich heritage, vibrancy, challenge and potential of India, approaching the task of launching the Early Years for the first Wellington College in India with positivity, adaptability and sensitivity. A flair for marketing and first-class communication skills with the gravitas to act as a credible ambassador to a range of audiences is crucial and will be complemented by commercial acumen and the personal drive to establish this new school as a success from the outset. A genuine alignment with the ethos of the group is of paramount importance and these will become clear in the information that follows.

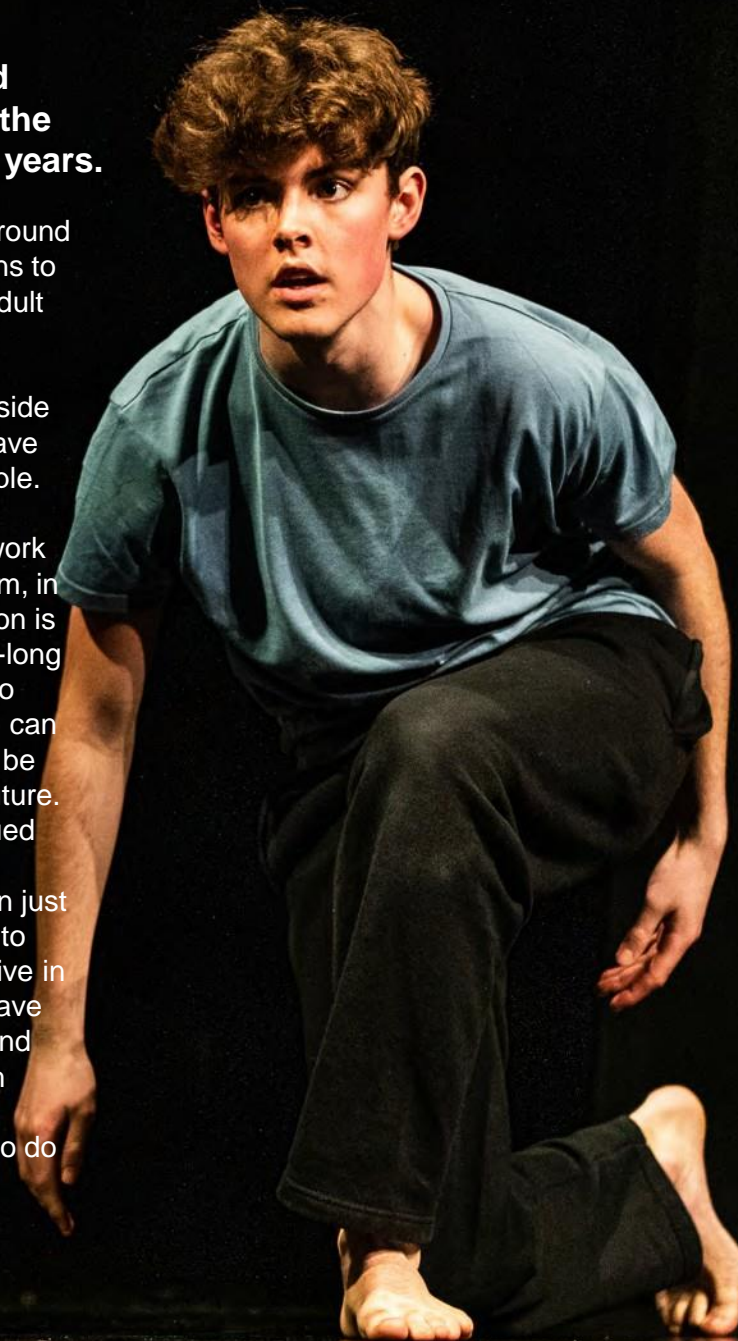
About Wellington College

Wellington College is one of the world's leading coeducational day and boarding schools. Set in 400 acres of beautiful parkland in Berkshire, the College delivers an inspirational education to 1,040 pupils aged 13-18 years.

Wellington College was granted its Royal Charter in December 1853, with Queen Victoria laying the foundation stone in 1856. It is the national memorial to Britain's most distinguished military leader, the Duke of Wellington, who was described on his death by Queen Victoria as 'the greatest Englishman that has ever lived'. Prince Albert, her husband, took a shaping interest in the school and chaired governors' meetings. After his death his place was taken by the Prince of Wales, the future King Edward VII. Few schools possess such a rich heritage and such a close relationship with the Royal Family. Today, the College is renowned for being an outward-facing school with a strong international perspective. A wonderful fusion of heritage and modernity characterises the educational philosophy. The curriculum, facilities and teaching methods are constantly adapting to the challenges of preparing young people for the ever-changing world of the 21st century. Wellington College is dynamic in every sense of the word yet is rooted firmly in the five College values – **Kindness, Courage, Respect, Integrity and Responsibility** – values which underpin every aspect of life at Wellington. Recruitment of staff; selection of students; policies and practices; day-to-day decision making are all founded on the five values.

Our educational philosophy is focused around the traits which we want all Wellingtonians to acquire before taking their place in the adult world.

We want our pupils to be inspired by everything they do at Wellington, both inside and outside of the classroom, so they leave school as interested and interesting people. We want our pupils to adopt a genuinely intellectual approach to their academic work and to their view of the world around them, in the knowledge that a Wellington education is only the beginning of an exciting and life-long journey of learning. We want our pupils to become truly independent, as those who can think, learn and cope independently; will be the leaders and game-changers of the future. We want each and every pupil to be valued and developed as an individual, so their Wellington experience is much more than just going to school – rather, it is the journey to self. And we want our pupils to be inclusive in all dealings with other people, so they leave the College not in a bubble of privilege and elitism, but with the ability to engage with their local, national and international communities, and with a burning desire to do good in the world.





Academic Life

Wellington's academic life is rich, varied and truly outward-looking in its restless pursuit of excellence. It is a place where learning matters and 'being educated' is more than getting outstanding exam results. The journey towards independent learning begins in a Wellingtonian's very first year at the College and the Harkness philosophy lies at the heart of the school's academic approach. Each pupil has an academic tutor and feedback is given to both pupils and parents on a regular basis: the emphasis is very much on coaching and helping pupils take ownership of their academic progress. Between 2016 and 2021 Wellington College, along with many other leading schools, did not supply exam results to the league tables. However, pupils achieved stellar results. In 2021, the IB cohort achieved an incredible 41.2 average with thirteen students achieving the maximum 45 points; 73% achieved more than 40 points and 87% achieved 38+. At A Level, 25 students achieved straight A*s; across the cohort 45% of grades awarded were A*, 80% were A*/A and 96% were A*-B. 52% of the 245 students in year 13 took IB DP, and 48% A level.

Pastoral Life

Wellington prides itself on the outstanding levels of pastoral support offered to pupils. This is achieved through a proactive approach and excellent communication between the Houses, Health Centre, counselling service and staff. The College's nationally recognized Wellbeing curriculum aims to equip pupils with the tools necessary to cope with life in school as well as preparing them for a healthy, happy and successful life after school. On a day-to-day basis, it is the Houseparent in each of the 17 Houses who has overarching responsibility for the pastoral life of the boys or girls under their care.

Co-Curricular Life

There is only one Wellington College but each student has the opportunity to make it their very own school. With extensive choices in every part of their co-curricular life, every student has all the options to work out what will make them distinct as an individual. This choice starts from the beginning of the year with College Carnival so that every student knows exactly what's on offer.

Arts

Arts sit at the heart of the Wellington Community and its drive to create exciting individuals. Wellington is an Artsmark Gold school, and well on track to achieve the highest accolade of Platinum status. Every Wellingtonian is involved, from the Third Form onwards, in the imaginative and dynamic Arts Programme, which seeks to inflame their creative imagination and to make the very most of their artistic talent and potential. The success of these arts are celebrated in the annual Wellington Arts Festival, which opens the doors to the national community and sees the College's home grown stars perform alongside internationally renowned celebrities from the art world.

Sport

Wellington College has a 'premier league' reputation as one of the best schools for sport in the UK. With 98% of Wellingtonians regularly involved in sporting activities and matches, sport is a big part of the Wellington identity and there is a sport for every child.

Enrichment

When students have had their fill of drama, art and sport, there are clubs and societies for just about every popular hobby and interest. Intellectual interests are certainly catered for, with academic departments offering societies relating to their subject, linking raw academic hunger with that of a broad interest base. Societies such as Phil-Thy (Philosophy and Theology), Classics Society, World History Society and BioSoc attract pupils from outside their departments too.

Global Citizenship

At Wellington College, character development is an essential part of the education provision. The Global Citizenship Team helps students to understand their role in the world and to aid their transition to empowered and engaged social change-makers who will have a positive impact in society.



Wellington College International Limited

Wellington College International (WCI) supports partners with shared values and passion for delivering a ‘Wellington’ education, establishing world class schools in premium locations. WCI schools are genuinely outstanding and distinctively Wellington.

Wellington College China

There is currently a family of five schools in China with WCC, located in the cities of Tianjin, Shanghai, and Hangzhou. Three are International schools, open to international students, and two are bilingual Chinese schools which are open to Chinese nationals. A further bilingual school will open September 2022 in Nantong. All the schools have bespoke, premium campuses with world-class facilities, and deliver a holistic Wellington education with excellent academic outcomes.

WCC has also founded the Institute of Learning, for research, training and development in education.

Wellington College International Bangkok

WCI Bangkok was opened in 2018 and benefits from a fine quality and forward-thinking campus, that supports the very best holistic education. In a competitive market, the school is growing strongly and is already recognized for its outstanding achievements.

All schools enjoy high levels of legal and financial independence and have their own governing boards. The Board will comprise members drawn from the Unison Group and Wellington; the main Board will meet termly and operate through a series of sub-committees.

Decision-making is devolved to the frontline to give leaders at all levels a sense of ownership. It is assumed that decisions can be made at school level unless explicitly stated in the governance handbook as group standards or governance decisions.

All schools carry the same Wellington College name and therefore share the same reputation. As a group, there is a strong desire to combine the advantages of school level autonomy and group level expertise.

Wellington College International Pune is intended to be the first of several schools developed across India in partnership with the Unison Group.



About Unison Group

The Unison Group is amongst India's leading education providers and is synonymous with quality and academic rigour. Established in 1996, the Unison Group has founded:

Unison World School, Dehra Dun

Founded in 2007 as a girls' boarding school for grades 6-12, the school has quickly established itself as a foremost school with a national reputation for excellence. The school caters for 450 girls and offers ICSE, ISC and IGCSE pathways and a wide range of extracurricular opportunities, including the Duke of Edinburgh Award. Unison World School is an International Member of Girls' School Association. Academic achievement at the school is excellent and students matriculate into leading universities in India, the UK, the US and globally.

IMS Unison University, Dehra Dun

Formerly the Institute of Management Studies, the University offers Undergraduate, Postgraduate and Doctoral programmes in Management, Journalism, Law, Hospitality and Liberal Arts.

DIT University, Dehra Dun

The University offers Undergraduate, Postgraduate and Doctoral programmes in Engineering, Technology, IT, Architecture, Management, Pharmacy, Sciences and Liberal Arts for 6,000 students.

Institute of Management Studies, Delhi NCR

The Institute offers Undergraduate and Postgraduate programmes in Management, Journalism, Computer Applications, Law and Design.

The group is currently engaged in establishing Unison Boys' School, a boys' residential school for 600 students planned on a sprawling 50-acre site. In addition to its core work in education, Unison is currently developing assets in the commercial and real estate sectors.

With core values of Creativity, Curiosity, Responsibility, Integrity, Empathy, Tolerance, Respect and Commitment, the group is a natural partner for Wellington, and was drawn to the combination of Wellington's illustrious history, drive for innovation, track record across Asia and measured plans for growth.

Unison Group resources will be deployed to provide local knowledge and active support to Wellington College International Pune in key central services functions such as legal, finance, estate management and IT.



The Location

The city of Pune was selected by Unison Group following an extensive market survey completed on behalf of Unison by a leading global strategy consultancy.

The favourable demographics within the city made it an appealing prospect for the first Wellington College in India. With a population in excess of 6 million, Pune is the second largest city in the state of Maharashtra after Mumbai, and one of the top three fastest growing cities in India. Of all the cities in India, Pune ranked second in the Mercer Quality of Living Index 2019.

Pune has long been known as a centre of educational excellence and carries the moniker “The Oxford of the East”, being home to top universities, business schools and the highest number of international students of any city in India. Pune has a thriving economy and is a global hub for innovation, manufacturing, technology, and medical research and is particularly well known for the IT ecosystem

that has flourished in the city. According to a Jones Lang Lasalle report, Pune is the second highest city in India in terms of household income, and the number of Ultra High Net- Worth Individuals in Pune grew by 18% in 2015-2016 and was predicted to grow by 170% between 2016-2026 – the highest growth rate in the world.

Pune has good weather throughout the year with mild winters and relatively temperate summers. The city is home to numerous ashrams, palaces and museums which offer a fascinating mix of cultural and historical sites. In the surrounding area, the mountains offer the opportunity to trek through dramatic landscape, explore hill stations or find one of the region’s many waterfalls.

Wellington College International Pune

Wellington College International Pune will be a coeducational day and boarding school for 800 pupils between the ages of 2-18, established on a campus designed by award-winning British architects.

Opening in August 2023, the school will follow the English National Curriculum culminating in the IB Diploma, for which Wellington College is amongst the leading academic schools globally.

The school is being established in the north-eastern sub-market of Pune at Kharadi (Wagholi) and is part of a premium integrated township development comprising IT business parks such as EON Free Zone, Business Bay, Tech Park One, Giga Space and Weikfield IT Park to name a few. In addition, this sub-market benefits from the presence of important physical and social infrastructure, including proximity to the international airport (12 kms away), accessibility via completed Mumbai – Pune six – lane expressway, prominent hospitality and retail developments and leading educational institutes. In addition to IT and office spaces, the new development accommodates over 1,000 premium apartments and high-end villa developments.

The Curriculum

WCIP will offer the English Early Years Foundation Stage (for students aged 2 -5) curriculum followed by the English national curriculum as a basis for the core subjects. Junior School students (aged 5-11) will follow the English national curriculum, suitably enhanced and with consideration of the cultural context and the needs of pupils.

Teaching in the junior school will mostly be by class teachers with specialist teachers. The Senior School (aged 11-18) will commence with the English national curriculum in year 7, leading to the two years of IGCSE in years 10 and 11. In the Sixth Form pupil progress to take the International Baccalaureate Diploma Programme (IBDP) in years 12 and 13, leaving them extremely well prepared to apply for world-class university courses and future career paths.

Pastoral care and support for the younger pupils shall be provided through highly experienced class teachers. Older pupils will be proud of their house identities, house names being one of many connections with Wellington College. It is envisaged that Housemasters will lead teams of house tutors to provide pastoral support in Junior School and the Senior School.

Indeed, high quality pastoral provision is central to the Wellington philosophy with a thriving House system and a purposeful Wellbeing programme features at all Wellington schools. In line with Wellington College, UK, an extensive extra-curricular programme of sports and other after-school activities will be provided to enrich and broaden the education offered.



The Role

The Master seeks to appoint a **Head of Early Years** from January 2023.

Wellington College International Pune is seeking an experienced Head of Early Years to lead the learning and teaching of pupils aged 2 to 5 years. The Head of Early Years shall also be responsible to oversee the progression of pupils from Early years to Junior school while they are in Y1.

At WCIP, we believe that the Early Years are the vital foundation for a child's physical, emotional, social and intellectual future. This stage of their education is key to them developing a strong sense of connection, optimism and engagement with the learning process. Children are seen as individuals who are full of curiosity and creativity, and our curriculum, which emerges from children's ideas and thoughts alongside intentional teaching in literacy, mathematics, science and the arts is designed to cultivate a lifelong passion for learning and exploration.

We are looking for a candidate who believes in the above and understands collaboration along with the importance of meaningful relationships to strive for excellence in both their own professional development and for first class provision for all of our pupils. Successful candidates should have the energy, experience, and passion to help realise our academic, physical, personal and social aspirations. The Head of Early Years will be reporting to the Master.

At Wellington College International, Pune, our leaders are recognized as role models within, between and beyond the school, building a strong sense of community, whilst being responsive to our pupils, families, and staff.



Job Specification

Key Responsibilities of Head of Early Years

STRATEGIC MATTERS

- Develop the strategic leadership of the Early Years
- Play a major role in formulating the aims and objectives of the Early Years
- Design, develop, implement and review all policies and strategic plans in consultation with the relevant members of the SLT
- Ensure the vision is clearly articulated, shared, understood and acted upon effectively by all; demonstrating the vision and values in everyday work and practice; motivating and working with others to create a shared culture and positive climate
- Provide professional leadership and management of learning and teaching throughout the Early Years in partnership with the SLT
- Ensure that teaching secures high quality learning for all pupils and that progress of all pupils is measured
- Effective delivery of the teaching and pastoral care
- Lead the team in achieving the highest standards of performance and self- discipline
- Provide advice and guidance on the best educational learning environments, indoors and outdoors and resources for young children
- Control budgets and finances and offer direction and support to the coordinators and subject leaders, as and when aspects of financial responsibilities are delegated to them

LEADING PEOPLE THROUGH GOOD RELATIONSHIPS

- Sustain effective, positive working relationships with all staff, pupils, parents and the local community
- Committed to develop an integrated school culture, with parity of esteem for staff of all nationalities
- Possess good communication skills
- Able to provide support and guidance for all members in academic and pastoral matters
- Develop those around them through appropriate distributed leadership and encouragement of agency wherever possible
- Able to teach classes using a variety of styles to create appropriate learning opportunities for pupils
- Coordinate strong links with the Head of Junior school in order to devise an effective transition programme into the Junior school
- Collect and disseminate all information for use in marketing, information forum and so forth
- Develop a positive relationship between the Early Years and the wider school community through cooperative ventures, publications, competitions and co-curricular activities.



Job Specification

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ACADEMIC MANAGEMENT

- Work with the Master and senior leaders across the school to establish a vision and education model for delivering an effective curriculum, including the relevant mandatory elements of the curriculum
- Lead on developing the framework of the curriculum; including assessment structures and pastoral systems
- Familiar with British and international Early Years curriculum and pastoral strategies
- Lead by example as a teacher and as a manager, setting appropriate expectations for staff and pupils in relation to standards of pupils' achievements and the quality of teaching
- Flexibility to changes in pedagogy whilst embedding best practice as it arises
- Oversee the process of setting academic targets for pupils and to work towards their achievement
- Work with the academic teams in monitoring pupil progress and achievement, including planning for and implementing interventions and extension
- Assist with the collection and use of school data (where appropriate) internally to support pupil development and externally for a wider group of stakeholders, including governors
- Evaluate pupil progress and achievement in line with Wellington procedures including monitoring achievement with regard to peer schools

Job Specification

Key Responsibilities of Head of Early Years

FURTHER RESPONSIBILITIES

- Lead the Early Years senior management team (SMT)
- Achieve the highest standards of performance and self-discipline amongst the teaching and non-academic staff
- Design the academic calendar, in consultation with the relevant members of the SMT and SLT
- Manage parental concerns and communications, in conjunction with SMT and SLT colleagues
- Disciplinary matters relating to all pupils
- Ensure that the pupils abide by the uniform regulations and reflect credit on the school through their appearance and behaviour
- Work closely with the HR team to implement recruitment strategy to achieve hiring targets for academic staff and support with non-academic administrative staff
- Contribute to and work with the Master to develop the induction programme for new staff
- Work closely with the Director of Admissions and the Marketing department to develop effective and innovative forms of pupil recruitment and retention
- Contribute to parent information sessions and community events to raise awareness and promote the school
- Become familiar with the day to day filing of government data and documentation such as attendance and food standards
- Accountable for the compliance of all local and any national regulations with regards to Early Years education, and to support the obtaining and renewing of the license as well as information for the annual review of the Early Years



Person Specification

BASIC QUALIFICATION	Education	Bachelor's degree or above
		Postgraduate teaching qualification or equivalent
	Language	Business level of spoken and written English
EXPERIENCE	Working Experience	Minimum of 10 years' experience in Early years
	Management Experience	Minimum of 5 years' senior leadership experience in Early Years
	<p>The leader will be expected to be a major contributor to the vision of the school and the College as a whole, to support in achieving outstanding progress in all pupils and to contribute to the continuing rich development within the school. The role will include maintaining a high profile throughout the community, fostering key strategies and strong relationships to promote excellence, and working with the Master and staff to sustain and enhance the standing and reputation of the Early Years. The position will include overseeing a quality educational programme, involving the monitoring, developing and reporting of standards across the Early Years. A key aspect of the position will be family communication and partnerships to foster a relationship that can best support the development and growth of the Early Years.</p>	
	<ul style="list-style-type: none"> • Successful teaching experience • Proven leadership experience within a senior management role. • Experience of curriculum leadership and developing whole-school policies and strategies. • Experience of working in an international setting or of teaching children for whom English is an additional language. 	

Remuneration

The successful candidate will receive a competitive salary package including Expat benefits appropriate to the responsibility and status of the position

Person Specification

STRATEGIC OVERSIGHT AND LEADERSHIP

- Reporting to the Master, establish a strategic vision for the Early Years that aligns with that of the College
- Lead on the implementation of strategic plans, co-developed with senior and middle leaders within the school.
- To ensure the vision for the Early Years is clearly articulated and shared, demonstrating the vision and values in everyday work and practice; motivating and working with others to create a shared culture and positive climate
- Articulate the rationale behind high quality indoor and outdoor learning environments, ensuring the highest standards of continuous and enhanced provision
- To assist with the collection and use of school data for both internal and external use
- Contribute to the Senior College leadership team and all relevant reporting to the School Affairs board.
- Lead the team of teaching staff which includes: performance management, ensuring high standards of teaching performance and pupil progress, delivery of appropriate and impactful CPD.
- Contribute to the strategic development of family communication and partnerships and manage parental concerns, in conjunction with SMT and SLT colleagues
- Evaluate the Early Years programme and identify areas of strength and areas for further development and improvement through SDPs and action planning.
- Plan and budget for overall resourcing of the Early Years section of the College to meet the demands of the educational model.
- Oversee purchase of appropriate resources for the programme and to keep stock of all programme resources, in line with budget restrictions.

CARE AND WELLBEING OF CHILDREN

- Support teaching teams to ensure children have a strong sense of belonging with high levels of wellbeing.
- Maintain the highest standards of care, child protection and safeguarding at all times by upholding the 3Ps: Protection, Provision and Participation as outlined in UN Convention on the Rights of the Child.

PROFESSIONALISM

- Model and promote Wellington values : kindness, courage, integrity, respect and responsibility in the aim of enabling the Wellington Identity: inspired, intellectual, independent, individual, inclusive
- Commit to regularly collaborating with peers to understand and extend children's theories, thoughts, ideas and questions.
- Take part in a range of CPD, across the WCI Family of Schools and international networking activities.
- Attend all team meetings and committees as necessary
- Adhere to all procedures and policies as outlined in the Staff Handbook.

Person Specification

ACADEMIC PROGRAMME

- Develop the educational model and curriculum for the Junior School and ensure successful progression to the next age phase of the College.
- Communicate curriculum and teaching expectations and oversee the setting of academic targets for pupils and to monitor pathways to achievement
- Oversee the planning and organizing of the day-to-day class and teacher schedules and adapt as necessary.
- Model and support effective teaching and learning strategies to maximise children's progress
- Ensure planning is clear, linked to the College LOs whilst being responsive to pupil needs, taking into account the necessary interventions and extensions for sufficient intellectual challenge
- Monitor and advise teachers on documentation and reporting of the individual learning progress
- Ensure that children's cultural and linguistic backgrounds are valued and that multiculturalism is reflected in the programme.
- Work with teachers in identifying children with extra learning needs and working with the College SENCO, support communications with parents on the necessary support.
- Track student progress data and information to ensure learning is personalised and meets individual needs as well as informing overall strategies for excellent teaching
- Ensure compliance to all health and safety requirements – local and College led- so that all environments are safe for children and adults
- Monitor the quality of risk assessments when arranging fieldtrips for the enrichment of children's learning. Engage parents in a structured programme of events to build understanding of the educational model and curriculum, including developing their capacity to contribute to pupil learning.
- Work with the marketing, admission, and school office staff to promote the Junior school programme.
- Identify teachers' professional development needs and arrange for training accordingly with a written yearly plan for CPD opportunities.
- Monitor the impact of CPD on the standards of teaching
- Visit classrooms and observe curriculum implementation regularly and provide feedback to teachers.
- Identify and document exemplary classroom practice for sharing with teachers and parents.
- Organize and participate in regular collaborative learning, sharing and reflection among teachers.
- Encourage and develop teamwork among teachers.
- Lead on the performance appraisal of teachers within the section of school.

COMMUNICATION, COMMUNITY LIAISON AND BUSINESS DEVELOPMENT

- Provide a comprehensive plan for the founding team on all areas within the Junior School
- Coordinate with local government officials on different requirements regarding any statutory requirements to ensure full compliance
- Take a strategic and practical role in marketing of the Junior school and support full implementation
- Contribute fully to admissions operations so that admissions targets are met and the process is managed effectively.
- Develop a positive relationship between the College and the wider school community through cooperative ventures, publications, competitions and extra-curricular activities

Person Specification

PREFERRED APTITUDES

- A spirit of collaboration, drive, a sense of humour, a passion for children, positive nature, and a love of professional and lifelong learning
- Excellent communication and interpersonal skills with a proven ability to communicate effectively with different types of people and in a cross-culture environment
- Strong grasp and understanding of international best practices in education
- Personal integrity, accountability and credibility
- Commitment to quality and attention to detail
- Strong ability to embrace change and to work to tight timelines whilst being innovative in managing change.
- Strong mind-set for continuous improvement to meet or exceed expectations.
- Ability to manage, motivate, support and inspire trust in others.
- Ability to formulate, monitor, evaluate and review plans and policies.
- Proven ability to work with metrics, numbers and trends to articulate recommendations for action based on analysis
- Confident in Microsoft Office (Excel and PowerPoint) and database systems.

OTHERS

- Fulfil any further additional duties as deemed necessary by the Master of the College



Apply

How to apply:

Please submit your resume along with a cover letter addressed to The Master, Wellington College International, Pune at talent@wellingtoncollege.in, mentioning “Application for The Head of Early Years” in the subject line. Also share details of three references, one of whom must be the current employer.

Safer Recruitment Policy:

“Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.” **ITFCP Statement of Commitment**

Please note this position is subject to an enhanced Criminal Records Bureau Disclosure. Wellington College International Pune is committed to equality and diversity. The College is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. All applicants must be willing to undergo child protection screening, including checks with past employers and Disclosure and Barring Service checks.

Reference:

Please note that we will wish to contact the referees of all shortlisted candidates; if you have a specific preference that we should not contact someone immediately, please indicate this in your application.

Timelines:

Last date to apply- Monday, 27th June 2022

Interview dates- between 4th – 9th July 2022

Final decision- by mid July 2022



