



# THE KING ALFRED SCHOOL

Upper School Learning Support Specialist Teacher

Full-Time (part-time may be considered), Permanent

With effect from January 2026 (an earlier start date would be possible)

Information for Candidates  
September 2025



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**For further information about The King Alfred School please visit our website at [www.kingalfred.org.uk](http://www.kingalfred.org.uk)**

# 1. THE KING ALFRED SCHOOL



For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and informed by research. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has 715 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], it perceives itself as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Alongside preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways beyond school, and by the fact that students invariably end up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master's degrees, engage in action research projects, and connect with education professionals in this country and abroad.



The school is owned by and operated through the King Alfred School Society [KASS] members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the strategic development of the school. In practical terms, Council delegates the running of the school to the Head and oversees this work through its committee structure. Maintaining the school ethos remains an important part of Council's responsibilities.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and there is an exciting building programme for the next five to ten years.



## Curriculum Principles:

- Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the School.
- We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students to make meaning of the world around them. An awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility, and preparation for the world of higher education and work, are all important components of that meaning.
- We value high-level thinking and creativity as well as measurable exam outcomes.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning, rather than the pursuit of prizes.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
- In the Upper school, we teach a broad range of discrete subjects and consider all subjects to have creative and academic aspects and possibilities.
- It is our expectation that in Years 10-13 KAS teachers will use GCSE and A Level specification as a starting point but will aim to teach above and beyond examination requirements.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- We regard our curriculum as dynamic and constantly evolving rather than a static entity. Informed by current educational research and thinking, a process of review and development is embraced by our community of learners, teachers and parents.

### 3. JOB DESCRIPTION

Role	Upper School Learning Support Specialist Teacher
Salary	The base salary for this role will be on KAS scale and the positioning will depend on experience.  <i>[The KAS scale is the same as the Outer London pay scale, with the addition of the KAS supplement].</i>
Line Manager	Assistant Headteacher Personalised Learning (SENDSCO)

#### Job Purpose

- To provide support In Literacy and Maths to groups and individuals, predominantly at KS3

#### Job Duties

##### a) Effective and Reflective Teacher

- To work with individuals and groups from our secondary classes providing targeted support for Literacy and Mathematics
- Within the holistic philosophy of the school, and in conjunction with class teachers, monitor and set ambitious targets for what students can achieve.
- To ensure that teaching and learning, in all sessions taught, is of a consistently high quality on a day-to-day basis.
- To provide regular and detailed feedback to effectively support student's progress.

##### b) Team Player – Own Team and Wider School Team

- To liaise and communicate with colleagues effectively
- To actively contribute to a cohesive, hardworking and happy team with a strong collegiate culture
- To attend and actively in staff meetings
- To take an active part in the school's appraisal and professional development programmes
- To keep abreast of developments in education.

##### c) Contribution to students beyond the Classroom

- To participate in the extra-curricular programme at KAS
- To maintain a positive atmosphere of mutual respect both inside and outside the classroom.

Whilst this job description outlines the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work that is not specified in this job description, but which is of a similar level of responsibility.

It is understood that areas of responsibility can evolve in the light of the needs of the school and the professional development of staff. This job description may therefore be periodically amended after joint review.

## 4. PERSON SPECIFICATION

Attributes	Essential	How identified
Qualifications / training:	<ul style="list-style-type: none"> <li>• Bachelor Degree in Education, or Bachelor Degree in any subject with PGCE (Postgraduate Certificate of Education), or equivalent</li> <li>• Level 5 or Level 7 SpLD qualification</li> <li>• Excellent standard of written and spoken English</li> <li>• Evidence of continuous professional development</li> </ul>	Application
Experience:	<ul style="list-style-type: none"> <li>• Evidence of successful intervention work with students with SpLD profiles</li> <li>• Evidence of successful teaching across KS3 and KS4</li> <li>• Evidence of working well in a team</li> <li>• Clear understanding of school monitoring, appraisal and data systems</li> </ul>	Application, reference, Interview process
Skills and abilities:	<ul style="list-style-type: none"> <li>• Proven track record of being an effective teacher</li> <li>• Ability to establish successful relationships with students, parents and colleagues</li> <li>• Ability to teach across a wide age range</li> </ul>	Application, reference, Interview process
Personal attributes:	<ul style="list-style-type: none"> <li>• Strong commitment to student engagement and achievement</li> <li>• Enthusiasm, drive, determination, flexibility</li> <li>• Empathy, affability and a good sense of humour</li> <li>• Positivity and resilience</li> <li>• Tact and diplomacy</li> <li>• Analytical and self-reflective</li> <li>• Welcomes feedback and accountability</li> <li>• Sets and maintains high standards in professional relationships with young people and colleagues</li> <li>• Commitment to supporting the progression and success of colleagues</li> </ul>	Application, reference, Interview process
Commitment to:	<ul style="list-style-type: none"> <li>• The KAS ethos, and child – centred progressive education</li> <li>• Working in a 'can-do' culture with a commitment to continuous improvement</li> <li>• The happiness, well-being, and progress of all at the school</li> </ul>	Application, reference, Interview process

## 5. TERMS OF EMPLOYMENT

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- The appointment will be made subject to successful references and DBS check.
  - A competitive pension (APTIS), Employer Contribution 25%, Employee 5%
  - The post is a full-time permanent role.
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- All new staff have a probationary year supported by a carefully structured induction programme.

