



COVER TEACHER (Part-Time)
WIMBLEDON COMMON PREPARATORY SCHOOL



THE SCHOOL

Wimbledon Common Prep School (WCPS) is a pre-preparatory school for 175 boys aged 4-7 years. We provide a well-structured education that aims to instil a love of learning in a friendly, welcoming and attractive environment.

The School was founded in 1919 as a preparatory school for King's College School (KCS) and other public schools. The premises were originally in Wimbledon High Street but in 1957 the then owner acquired the current building on the Ridgway, opposite King's, where the school is now situated in a lovely building with a large playground area surrounded by trees near Wimbledon Village and the Common. The School remained in the hands of the Turner family until June 2006 when it was purchased by King's. WCPS has an excellent reputation and feeds pupils through to King's and many other respected schools.

From September 2027, we look forward to welcoming girls and boys into the Reception year at WCPS, applying to join the school through the 2025-26 admissions cycle. By September 2029 WCPS will be a fully co-educational school. It is our belief that, as a co-educational community, we will enrich the educational experience of all our pupils and the preparation we offer them – when the time comes – for their lives in the world beyond school.

Girls have long played an integral role within the Corporation of King's, and it has been a longstanding ambition of the governors to extend co-education throughout the Corporation. This long-term aspiration has been given fresh impetus by the Corporation's recent acquisition of a new site on The Downs, located just a few minutes' walk from the school, where it is planned that a new, world-class junior school will be built.

As we look forward to welcoming girls as well as boys throughout the school over the coming years, we remain focused on offering an outstanding education for all our pupils.



THE ROLE

We are seeking to appoint an experienced, and enthusiastic cover teacher on a part time basis (0.2 FTE, one day a week) from September 2026. This is a permanent role.

The successful candidate will:

- Inspire and challenge able young children through planning, preparation and delivery of excellent lessons.
- Ensure that marking, recording, assessment and reporting meet the academic and pastoral needs of each individual child.
- Offer pastoral care and support, providing the children with a secure environment in which they can learn.
- Have the ability to build good relationships with children, parents and colleagues and demonstrate effective communication skills. Patience, flexibility, a commitment to teamwork and a sense of humour are essential attributes.
- Take a leading role in the development of a subject area,
- Be willing to contribute to our extensive programme of extra-curricular activities.

The successful applicant should ideally, (not essentially) have an understanding of the London Day School application process for ages for 7+.



THE ROLE (continued)

Person specification

- Qualified Teacher Status (QTS), Early Years Teacher Status (EYFS), or equivalent
- Degree-level qualification
- Sound understanding of the Early Years Foundation Stage (EYFS) and Key Stage 1 curriculum

Experience (Essential)

- Experience teaching or working with children
- Experience planning and delivering engaging, age-appropriate lessons
- Experience using play-based and child-centred approaches to learning
- Experience of observing, assessing, and tracking pupil progress
- Experience of creating a safe, nurturing, and stimulating learning environment

Experience (Desirable)

- Experience in a pre-prep or independent school setting
- Experience supporting pupils with SEND, EAL, or additional needs
- Experience working closely with teaching assistants and support staff
- Experience teaching or working with children aged 3-7
- Experience of the 7+ process
- Experience of running a subject area



APPLICATION PROCESS

A completed application form in **Microsoft Word** format, should be sent by email to recruitment@kcs.org.uk.

Cover letter: Please use the cover letter section at the end of the application form to explain how your own skills and experiences match the person specification for this role. The cover letter is an opportunity for you to share with us how you are suited to this role, how your skills are transferable to the key requirements, and your relevant life experiences or interests.

Arrangements will be confirmed prior to interview, and further details provided.

Closing date: Friday 20th March 2026 at 9am
Interviews: Tuesday 24th or Wednesday 25th March

We welcome enquiries or questions regarding this position, including about adjustments to be made during the recruitment process: please contact recruitment@kcs.org.uk telephone the HR department, tel. 020 8255 5308 to find out more about the interview process.

Early applications will be welcomed - the interview process may be staged, and some interviews held in advance of the closing date if there is a large number of applicants for the role.

The school reserves the right to appoint at any stage in the process.

PLEASE NOTE:

This job description is indicative of the nature and level of responsibilities associated with this post. It is not intended to be exhaustive, other tasks and responsibilities may be allocated as necessary from time to time.

Wimbledon Common Prep School is fully committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment will be subject to the receipt of an enhanced DBS disclosure, satisfactory references, medical clearance and proof of legal right to work in the UK.



SAFEGUARDING AT WCPS

As part of King's, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that children receive effective support and protection. Child protection forms part of the school's safeguarding responsibilities.

We follow the Merton Children's Safeguarding Partnership procedures and have several policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our school website: <https://www.kcs.org.uk/safeguarding-at-kings>. The purpose of this policy is to provide staff, volunteers, and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers about how we will safeguard their children whilst they are in our care.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. Those applying to work at King's will be required to undergo rigorous child protection screening; pre-employment checks include (as relevant to the role and individual):

- past employers (references will be requested for shortlisted candidates prior to interview in line with **Keeping Children Safe in Education**)
- the Disclosure and Barring Service (including a barred list check)
- a prohibition from teaching check
- a Section 128 check (prohibition from management or governance)
- identity checks
- right to work checks
- overseas checks
- verification of qualifications and/or professional status
- fitness to work checks

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.



INCLUSION AT WCPS

As part of King's, we are committed to creating an inclusive culture where every member of our community has the right to be known and respected as their authentic self, regardless of race, ethnicity, religion, gender, sexual orientation or disability. This inclusive approach will be genuinely upheld if day by day each of us helps to create a compassionate and supportive environment, one in which each individual feels valued, able to be themselves and are free from any form of intimidation. We do not accept any form of discrimination and will demonstrate this in our behaviours, in the way that we view and treat others and the way that we challenge inequality and discrimination as active and supportive bystanders and allies.

We recognise that discrimination, inequality and exclusion are an issue at all levels in society, and that all institutions must proactively strive to address these issues. To do this, all members of our community recognise that we are responsible for our words and actions. We understand that we are all on a journey and will learn from our mistakes. If conversations are uncomfortable, we will enter them with kindness and an open mind. We celebrate diversity and seek to learn from experiences and perspectives which are not our own. We call out behaviour which is unkind, discriminatory or disrespectful. We understand that all forms of

behaviour, whether in person, at school, or in the virtual world, should be compassionate and rooted in kindness, civility and respect. We appreciate that each member of our community has different circumstances and we endeavour to allocate the resources and opportunities needed to help everyone to thrive and feel a strong sense of belonging.

Further information about equality, diversity and inclusivity at King's is available on our website at <https://www.kcs.org.uk/equality-diversity-and-inclusivity-at-kings>

King's College School is fully committed to the principles of equality, diversity and inclusivity in its recruitment of teaching and support staff.

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