



MERCHANT TAYLORS'
Prep

Information for candidates

Assistant Head
(Pastoral, Wellbeing &
Inclusion)

September 2026

For boys 3-11



Welcome from the Head

Thank you for expressing an interest in joining us here at Merchant Taylors' Prep.

MTP is a warm and welcoming boys 3-11 prep school in Moor Park, Rickmansworth. We are a school committed to maintaining a strong academic tradition whilst preserving a balance between the academic, spiritual, emotional and physical needs of our pupils. We seek to develop the boys' character through promoting values and dispositions, high quality teaching and an extensive range of extra-curricular activities.

Since joining the Merchant Taylors' family of schools in 2015 we have been collaborating with the senior school to create, for the first time in Northwood, a 'through school' experience for boys from 3 to 18. This has been a very exciting development conceived with the aim of creating a cohesive and seamless curriculum and making the process of transfer from the prep school to the senior school simpler.

The admissions system for our pupils to Merchant Taylors' School is based on on-going assessment at school and not dependent on one external examination. This has freed significant time in our curriculum, which we have been devoting to 'intellectual curiosity' and the development of higher order thinking skills.

Prior to 2015, we were known as Northwood Prep, with a very successful history since 1910, when the school was founded by Francis Terry. Throughout more recent developments, Francis Terry's original vision of the school has been maintained. A Christian, caring environment has been established where each pupil is valued as an individual and given a full range of opportunities, and all concerned - pupils, staff and governors - strive for excellence.

Mr Miles Chester
Head



The School

History

Merchant Taylors' Prep, originally founded in 1910 as Northwood Prep by Francis Terry, has a long history of excellence in education. The school moved to its current site at Moor Farm in 1982, where it has since flourished. In 2015, the school became Merchant Taylors' Prep, aligning with the broader Merchant Taylors' educational family.

Set on a beautiful 15-acre site, the school combines Grade II listed farm buildings with modern facilities such as the Pre-Prep and Sports Hall. This unique setting provides a stimulating environment where pupils can learn, grow, and thrive. The grounds are rich in history. They are the site of Cardinal Wolsey's home the Manor of the More, later owned by Henry VIII and lived in by Catherine of Aragon, the site of the Treaty of the More in 1525. This heritage is an integral part of the school's character, providing a sense of continuity and inspiration.

Academic Excellence

We provide an exceptional academic experience within a selective setting, designed to challenge and inspire our pupils. Admission is competitive at each entry point, 3+, 4+, and 7+, ensuring we admit boys who will thrive in our supportive, dynamic, and intellectually stimulating environment. Our broad and balanced curriculum is tailored to meet the needs of each individual, fostering intellectual curiosity and a love of learning.

Through a combination of excellent teaching and strong pastoral care, we aim to develop well-rounded, confident learners. Our pupils consistently achieve excellent results and make successful transitions to senior school, with the majority progressing to Merchant Taylors' Senior School. Many boys are also awarded scholarships for their academic achievements and talents in sports, music, and the performing arts.



Assistant Head (Pastoral, Wellbeing & Inclusion)

Responsible to: The Head

Member of: Senior Leadership Team

Line Management: Heads of House; School Counsellor, Head of Learning Support

We are seeking an outstanding Assistant Head of Pastoral, Wellbeing & Inclusion for September 2026 to lead and champion an ambitious, supportive, and inclusive pastoral programme, ensuring every pupil thrives.

The successful candidate will be an inspiring and reflective educator with a passion for pastoral care, wellbeing, and inclusion, alongside a deep commitment to supporting every pupil to succeed. With a strong understanding of pastoral leadership, pupil development, and safeguarding, they will lead and support colleagues with confidence, fostering a culture of care, resilience, and continuous improvement across the school community.

Core Purpose

To provide strategic leadership for pastoral care, wellbeing, inclusion and safeguarding across the school. The postholder leads the development of a modern, research informed pastoral curriculum, strengthen inclusive practice, and foster a safe, cohesive and caring environment. They ensure that the wellbeing of pupils and staff remains central to the school's strategic and daily decision making, and that every member of the community is supported to flourish.

Assistant Head (Pastoral, Wellbeing & Inclusion)- Job Description

Key Responsibilities:

Strategic Leadership of Pastoral Care, Wellbeing & Inclusion

- Lead the School's overarching strategy for pastoral care, wellbeing and inclusion, ensuring it is coherent, progressive, and grounded in contemporary research and best practice.
- Develop and articulate a whole school approach to wellbeing rooted in relational practice, emotional literacy, and preventative pastoral care.
- Lead on the development and implementation of a relational approach to behaviour policy and practice.
- Advise the Head and SLT on wellbeing and inclusion trends, pastoral priorities, safeguarding concerns, attendance data and behaviour patterns.
- Promote an inclusive school ethos that celebrates diversity, actively counters discrimination, and ensures equitable access to opportunities for all pupils.
- Ensure that pupil wellbeing and staff wellbeing remain at the heart of leadership discussions and whole school planning.
- Ensure that pastoral priorities and systems are embedded consistently across all phases, fostering a whole-school culture of care, connection and inclusion.

Pastoral Leadership

- Lead the development, implementation and evaluation of the Pastoral Curriculum from Y1-Y6.
- Work closely with the Assistant Head (EYFS) to ensure that the Pastoral Curriculum and approach in Early Years are developmentally appropriate yet clearly connected to whole-school provision and values.
- Lead cross-phase initiatives that promote belonging, pupil voice and a shared pastoral ethos.
- Write and maintain the Pastoral Curriculum and Wellbeing Action Plan, ensuring alignment with the school's strategic direction.
- Ensure regulatory compliance in all pastoral, wellbeing and inclusion matters and prepare reports for governors, ISI and other regulatory bodies as required.
- Lead and oversee the House System, supporting Heads of House to build community identity and encourage character development.
- Provide structure and guidance for Tutor Time, ensuring high quality, purposeful and consistent practice across the school.
- Lead the use of PASS (or equivalent) to monitor pupil attitudes and wellbeing from Years 1-6, coordinating timely intervention where necessary.
- Conduct annual wellbeing audits of pupils and staff, working with the Head of PSHE to generate a whole school picture and shape future strategy.
- Meet with parents regarding pastoral or wellbeing matters, ensuring clarity, sensitivity and partnership.

Inclusion & Pupil Support

- Line Manage the Head of Learning Support to ensure high quality, inclusive provision for pupils with additional needs.
- Promote adaptive teaching strategies and inclusive classroom practice that supports a diverse range of learners.
- Coordinate support for pupils with social, emotional or behavioural needs, ensuring effective communication between staff, families and external professionals.

Safeguarding Leadership

Deputy Designated Safeguarding Lead (DDSL)

- Act as DDSL, supporting the DSL in leading safeguarding across the school.
- Manage safeguarding and wellbeing cases, ensuring accurate, timely and proportionate records.
- Use CPOMS proactively to monitor concerns, identify emerging patterns, and ensure robust documentation.
- Maintain oversight of attendance and punctuality concerns linked to safeguarding or wellbeing, ensuring appropriate follow up.
- Lead meetings with parents regarding safeguarding or wellbeing concerns, providing guidance and coordinating support plans.
- Track safeguarding and wellbeing trends across the school and contribute insights to SLT and weekly safeguarding meetings.
- Share patterns, themes and early warning indicators to strengthen preventative safeguarding practice.
- Reinforce safeguarding expectations across staff and follow up on recording or reporting issues.
- Undertake further safeguarding tasks as directed by the DSL or SLT.

Staff Wellbeing & Professional Culture

- Lead initiatives that support staff wellbeing, workload sustainability and a positive, respectful working environment.
- Support mentoring and induction for new staff, with particular attention to their emotional and mental wellbeing.
- Maintain a visible, supportive presence in the Common Room and around the school, acting as a trusted point of contact for colleagues.
- Contribute to the Professional Development process, appraising an allocated group of staff (including Heads of House).

Parent & Community Engagement

- Build strong, trusting relationships with parents, providing guidance on wellbeing, behaviour, inclusion and pastoral matters.
- Lead parent workshops and share resources on wellbeing, inclusion, child development and pastoral themes.
- Strengthen partnerships with external agencies and wellbeing professionals to enhance support provision.

Whole School Senior Leadership

- Contribute to the strategic direction of the School through the School Development Plan and whole school improvement processes.
- Participate in inspection preparation, staff appraisal, leadership development, and the recruitment of staff (including Safer Recruitment requirements).
- Lead and contribute to assemblies, key School events, and the wider pastoral and co-curricular life of the school.
- Be a visible, positive presence throughout the school day, modelling professional expectations and ensuring smooth daily operation.

Professional Expectations

- SLT roles require a high level of visibility, availability and engagement before and after the school day and during key School events. The postholder is expected to be present from 8:00am until 5:30pm daily, with additional evening, weekend and occasional holiday commitments as required.
- The postholder will work in close partnership with the SLT to ensure that the school's strategic priorities are fully integrated across academic, pastoral and operational domains.
- The responsibilities outlined above are not exhaustive; the Head may assign additional duties that are reasonable and aligned with the purpose of the role.



Assistant Head (Pastoral, Wellbeing & Inclusion) - Person Specification

	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Evidence of continued professional development relevant to senior leadership. 	<ul style="list-style-type: none"> • Additional training or qualifications in safeguarding, mental health, counselling, restorative practice, behaviour leadership or SEND. 	Applicant's Certificates
Experience	<ul style="list-style-type: none"> • Proven record as an excellent classroom practitioner. • Experience leading whole-school or substantial area initiatives. • Experience supporting, mentoring, or developing colleagues. • Experience working effectively in partnership with parents and external professionals. • Experience contributing to school improvement, evaluation or strategic development. 	<ul style="list-style-type: none"> • Previous experience as a Head of House or Year, pastoral lead, DSL/DDSL, SENDCO, or similar leadership role. • Experience leading wellbeing initiatives, relational behaviour approaches or character education. • Experience working with external agencies (social care, mental health services, educational psychologists). • Experience supporting complex pastoral, behavioural or safeguarding cases. • Experience leading staff wellbeing or culture-building initiatives. 	Application Form Interview Professional References

	Essential	Desirable	Method of Assessment
Safeguarding	<ul style="list-style-type: none"> • Commitment to the safeguarding and welfare of pupils. • Understanding of child protection procedures and safer-recruitment expectations. • Ability to maintain confidentiality and exercise sound professional judgement. • Willingness to undertake DSL/DDSL training if required. 		Applicant's Certificates
Skills	<ul style="list-style-type: none"> • Strong leadership skills with the ability to motivate, inspire and hold colleagues to high standards. • Excellent communication skills (written and spoken). • Strong organisational skills with the ability to manage multiple priorities. • Ability to analyse and use data to inform decision-making. • Ability to problem-solve, mediate, and manage conflict sensitively and effectively. • Ability to work collaboratively as part of a senior team. 	<ul style="list-style-type: none"> • Ability to use systems such as CPOMS or PASS to identify trends and coordinate interventions. • Highly developed skills in de-escalation, restorative conversation and mediation. 	Application Form Interview Professional References

	Essential	Desirable	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Strong understanding of curriculum, pedagogy and assessment for primary / prep school pupils. • Up-to-date knowledge of national education developments and research-informed practice. • Understanding of the importance of inclusion, wellbeing and pastoral development. • Strong understanding of safeguarding principles and statutory responsibilities. 	<ul style="list-style-type: none"> • Strong understanding of inclusion, adaptive teaching, and support for pupils with additional needs. • Knowledge of wellbeing research, emotional literacy and pastoral curriculum design. • Understanding of regulatory compliance within pastoral and safeguarding domains. 	Applicant's Certificates
Personal Competencies and Qualities	<ul style="list-style-type: none"> • Warm, nurturing and approachable. • Emotionally intelligent and reflective. • High levels of integrity, credibility and professionalism. • Positive attitude, resilience and calmness under pressure. • Ability to build excellent relationships with pupils, staff and families. • Commitment to equality, diversity and inclusion. • Alignment with the school's ethos, values and aspirations. 		





Senior Leadership Team

Senior Leadership Team

Our dedicated and highly experienced Senior Leadership Team works in close partnership with the Head Master to translate the School's vision and strategic priorities into meaningful practice across all areas of school life. United by a shared commitment to excellence, the team provides clear, values-driven leadership that supports staff, inspires pupils, and sustains high standards. With pupils firmly at the heart of every decision, we are unwavering in our focus on their academic progress, personal development, and wellbeing. This collective approach ensures that Taylors' continues to thrive as an ambitious, forward-thinking school and remains an exceptional place to learn, work, and grow.

Together, the Senior Leadership Team drives the continual development of the School's culture, ethos, and educational provision. By fostering collaboration, innovation, and professional growth across all departments, the team ensures that policies, practices, and initiatives reflect the School's core values and ambitions. Through a combination of strategic oversight and practical leadership, the team creates an environment where pupils flourish, staff are empowered, and Taylors' maintains its reputation for excellence and distinction in education.



Benefits

Professional Development Opportunities

The School offers an extensive induction programme for all new staff and encourages ongoing development through generous INSET provision. Funding for essential training and career progression is provided to help you excel in your role.

Generous Pension & Financial Support

The School offers membership to a Defined Contribution (DC) pension scheme through the Aviva Pension Trust for Independent Schools (APTIS). Additional financial support for scheme members includes life assurance, offering four times your salary in the event of death, and income protection for long-term illness or injury.

Health & Wellbeing

Your wellbeing is a priority, with access to on-site School Nurse, and counselling services/Employee Assistance Program (EAP). We also offer free access to our extensive leisure and sporting facilities, including a gym, swimming pool, and parkland.

Work-Life Balance & Family Benefits

Enjoy longer holidays than the maintained sector, along with free lunch and refreshments during term time. Fee concessions are available for the children of members of our teaching departments subject to entry requirements. Additional lifestyle perks include cycle schemes, parking, and discounts.



Applications

Please apply by downloading our application form from the school's website www.mtpn.org.uk and either email to recruitment@mtpn.org.uk or send by post to:

Mr Miles Chester, Head
Merchant Taylors' Prep
Moor Farm
Sandy Lodge Road
Rickmansworth
Hertfordshire
WD3 1LW

Closing date for applications: 27 February 2026, 8AM

Interviews to be held w/c 2 March 2026

Suitable candidates may be interviewed before the closing date and Merchant Taylors' Prep reserves the right to withdraw the position if an early appointment is made. Applicants are therefore encouraged to apply early.

Merchant Taylors' School is an equal opportunities employer and committed to safeguarding and promoting the welfare of children. As this role will bring you into contact with children you are expected to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. 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).



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www.mtpn.org.uk

How we use your information

We will use the information which you provided, and which we collect from other sources (such as from references and from the Disclosure and Barring Service) for the following purposes: to assess your suitability for the role for which you have applied, to assess your suitability to work with children and to enable us to comply with our legal obligations (including safeguarding and promoting the welfare of children).

Further information on how the School uses personal data is set out in the School's Transparency Notice, which can be found on the Policies page of the School Website