



Appointment of Vice Chair

University College School



UCS HAMPSTEAD

University College School was founded in 1830 to promote principles of liberal scholarship. That remains our first and overriding aim. Intellectual curiosity, breadth of study and independence of mind combine to achieve academic excellence; they are not subordinate to it.

Initially located in Gower Street, as part of University College London, the School was revolutionary in its approach to education, having as a fundamental principle that religion, in any form, should neither be an entry requirement nor a taught subject, believing rather that faith is a matter for the family and the individual - a tradition that continues today. The UCS Foundation, now independent of the University, comprises three schools: the Senior School (960 pupils: 11-18), the Junior Branch (250 pupils: 7-11) and the Pre-Prep (130 pupils: 3-7).

All three schools are set in attractive locations. In 1891 the Junior Branch was established at Holly Hill, Hampstead, followed in 1907 by the School's separation from UCL, and the acquisition of the Senior School's current purpose-built accommodation in Frognal, opened by King Edward VII. The Pre-prep branch is based nearby. All three schools have full use of the extensive playing fields (including a large all-weather pitch and two pavilions) in West Hampstead.

UCS remains true to the liberal traditions of its founders and continues to work hard to foster independence of mind among its pupils and to value their individuality. Academic results are excellent. Music and drama are very strong at UCS and the school offers an outstanding range of co-curricular activities and enrichment opportunities.

UCS FOUNDATION

Sixty pupils each year transfer from the JB to the Senior School and are joined by sixty pupils from outside feeder schools who win places through competitive examination. In Years 7 and 8 (Entry and Shell), these children are supervised by a team of pastoral Year Wardens, Form Tutors and Head of Lower School. In Year 9 (Lower Remove), pupils join the Middle School and are allocated to the six Demes (or houses) which form the basis of the pastoral structure of the school until pupils leave at the end of the Sixth Form. Each Deme is managed by a Deme Warden and a team of Form Tutors and the Head of Middle School or Head of Sixth Form.

Admission at all entry points is heavily oversubscribed. Whilst UCS operates within a highly competitive market-place, our reputation as a happy, well-balanced environment that respects the individuality of each pupil allows us to retain the advantages of a highly selective school. We are particularly proud of our reputation for pastoral care and for co-curricular activities, as well as our high academic standards. Whilst the Headmaster of UCS is in overall control of all three schools in the Foundation, day-to-day management and planning at the Junior Branch is in the hands of the JB's own Headmaster and his deputies. Similarly, The Pre-Prep has its own Head who reports to the Headmaster of the Senior School.



PASTORAL CARE & PUPIL WELLBEING AT UCS

UCS is a very successful, high-achieving and happy school. The pastoral care and wellbeing of our pupils is at the heart of our educational philosophy. We believe that a nurturing and supportive environment, based on strong and respectful relationships, is essential to the academic and personal development of every student.

As such, our pastoral care system is designed to support the intellectual, emotional, social, and physical development of every pupil. We aim to cultivate resilience, self-esteem, and a sense of responsibility, helping students to navigate the complexities of adolescence with confidence and compassion. This personal and social development occurs within an inclusive, safe, and positive school culture where each pupil feels valued, supported, and empowered to thrive.





THE SENIOR SCHOOL CURRICULUM

In Years 7 and 8, pupils follow a full core curriculum with time devoted to Drama, Art, Design & Technology, PSHE, PE and Sport as well as to the more traditional academic curriculum. Pupils study General Science in Year 7, and the three separate sciences from Year 8 onwards. There is no setting or streaming. This approach continues into Year 9, where the other language options are added to the curriculum. Mathematics is set by ability in Years 9, 10 and 11. All pupils currently study ten subjects to GCSE (IGCSE in the case of a number of subjects), including English Language, English Literature, Mathematics, at least one science subject and at least one modern language. All pupils begin Year 12 studying four subjects. A number of pupils will drop to three subjects before the end of Year 13. Many also choose to take an Extended Project Qualification.

SPORTS AND CO-CURRICULAR ACTIVITIES AT THE SENIOR SCHOOL

The school offers outstanding facilities and opportunities exist for a number of different sports and activities, including Rugby, Netball, Football, Hockey, Cricket, Tennis, Athletics, Badminton, Cross-Country, Basketball, Swimming, Fives, Table Tennis, Fencing, Aerobics, Dance, Yoga, Cycling, Spinning, Bouldering, Karate, Rowing and Squash. All pupils are required to play games as part of their normal curriculum and a large number represent the school.

There is a wide range of co-curricular activities and school societies. Music is particularly strong, with multiple choirs, Orchestra, Wind Band, Chamber Choir, Chamber Orchestra, Concert Band, jazz and rock groups, as well as many smaller ensembles. The school has a fully equipped theatre that is heavily used for our own productions

as well as by visiting professional actors and musicians. A large number plays and musicals are staged each year, with opportunities for pupils to direct as well as to act and provide technical support, and an annual production is performed at the Edinburgh Fringe Festival.

Over 60 clubs and societies meet on a weekly basis, often run by pupils. Feminist Society, Queer Society, Cultural Awareness Society and Green Impact Society, the environmental action group, are all currently popular. Debating and Model United Nations, Young Enterprise, Chess and Robotics regularly send teams to competitions with great success. Pupil journalism thrives at UCS, with pupils editing and producing the school magazine, The Tortoise, as well as Bocca, a Classics and Art History journal, Interlingua,

the Modern Languages journal, and others. School trips are arranged on a regular basis. UCS has partnerships with Westminster Academy, UCL Academy, Michaela Community School and the London Academy of Excellence Stratford, as well as a number of primary schools. Pupils currently raise roughly £30,000 per year for a range of charities that they select themselves as part of a Community Action initiative. Academic Enrichment Weeks, Women in Sport Week and the non-curricular Personal Development Week annually broaden and embellish the UCS educational experience.





THE ROLE OF VICE CHAIR OF GOVERNORS

The Chair of Council, Stephen Warshaw, is due to stand down in the first half of 2026, and UCS is seeking to appoint an individual of the highest calibre to work with Stephen as Vice Chair from early 2025, with a view to succeeding him as Chair. This is a new position. Stephen's replacement as Chair will be elected by Council, so the succession cannot be predicted with certainty – none the less, it is envisaged that the Vice Chair would at minimum be a strong candidate to replace Stephen in leading the governance of the school. The role is non-executive but requires engaged oversight of the strategic development and financial sustainability of the school, and the skills to both support and challenge the Senior Leadership Team.

This is both an exciting and challenging time to be joining the UCS community. 2030 is the 200th anniversary of the foundation of the school, and UCS is embarking on an ambitious programme of development in the lead-up to the bi-centenary, aimed at improving bursary provision for families less able to afford the fees and at building modern, expanded facilities for pupil well-being and the performing arts. The Vice Chair and the new Chair will therefore be leading members of Council during an important period in the school's history, against a backdrop of unprecedented economic, political and societal challenge for the independent schools sector. There will be a continuing emphasis on acting as an ambassador for the school, championing its vision and work, building relationships with key donors and helping to maintain and build support amongst stakeholders.

UCS is seeking someone with extensive experience at Board level, ideally as Chair or Vice Chair, particularly in not-for-profit organisations; they should be used to working with Trustees / Board members with a wide range of backgrounds. Contemporary knowledge of and experience in the Education sector would be very beneficial, but not essential. Serving as a Trustee / Member of Council involves a significant time commitment; acting as Chair and/or Vice Chair all the more so, so it is vital that the candidate is able to give enough of their time to the role. As a rough guide for new members of Council we estimate that it takes up around 84 hours / 11 days per year; for the Chair and Vice Chair, probably half as much again, or more, depending on circumstances.

KEY RESPONSIBILITIES

Role of Vice Chair

- Deputising for the Chair whenever he is unavoidably absent, particularly in the event of a crisis or ISI inspection.
- Chairing any meeting of Council which the Chair is unable to attend (whether in person or via video link).
- Keeping abreast of Council meeting agendas and of important issues being monitored and/or managed by the Chair, in order to ensure that the Vice Chair is able to step in at short notice if required.
- Attending Committee meetings as required.
- Any other task as requested by the Chair and/or Council.
- As with all members of Council, attending training in Safeguarding at least annually, in order to ensure that they are well-informed in ISI and other regulations for the safeguarding of children and young people.

Role of Chair

Council business

- Setting the mission, vision, strategy and forward agenda, taking into account the issues and concerns of all members, and ensuring regular, frequent and well-informed meetings.
- Ensuring that Council meetings are chaired effectively, to include seeking consensus, balancing the need for full, informed debate on key questions with the expeditious despatch of business.
- Working to reach clear and agreed decisions that are in the best long-term interests of UCS, and ensuring that Council takes collective ownership of these decisions.
- Fostering constructive relations between the Head, Chief Operating Officer, Junior Branch and Pre-Prep Heads, Clerk and members of Council.
- Ensuring that the performance of Council, its committees and members are evaluated regularly, including external assessment.
- Continually underpinning the school's ambitions with an ever-strengthening financial position, particularly in a volatile economic and political environment.
- Council membership
- Building an effective, diverse and complementary Council whose capability is appropriate for the scale, complexity and strategic position of UCS.
- Initiating change and planning for succession to ensure continuity of collective strengths in the members of Council.



**Role of Chair continued:**

- Facilitating the effective contribution of Council members to deliberations and decisions, and to the wider school community.
- Supporting and encouraging current Council members.
- Ensure that Council focuses on its governance role and does not slip incrementally, or otherwise, into a management role.
- Ensure that the SLT members are appropriately performance appraised, have the opportunity for professional development and access to appropriate external professional support.
- Arrange regular meetings with SLT members collectively and individually, and develop a professional relationship in which each can speak openly about concerns and challenges.
- Monitor the SLT's performance and agree respective roles to represent UCS and act as spokesperson.
- Stakeholder responsibilities
- Ensure effective communication with stakeholders, maintaining sufficient contact to understand their issues and concerns.
- Act as an ambassador for UCS, championing its vision, mission and work and helping to build support for the school among key stakeholders.
- Build relationships with key donors and play a role in fundraising efforts.
- Where appropriate, reflect the views of stakeholders to Council, or facilitate others in doing so, in order to develop its understanding of those perspectives.
- UCS Foundation and community
- If and when required, lead or support the process of appointing key UCS leaders.
- Play a visible and supportive role in the life of all three schools.
- Ensure that regulatory and safeguarding compliance are central to everything that the schools do.
- Build on the school's dedication to academic excellence, intellectual curiosity, public benefit and social equity.



PERSON SPECIFICATION

- Open and engaging character, with high levels of emotional intelligence
- Calmness under pressure, with experience in creating an environment in which operational issues and challenges can be resolved effectively.
- Ability to engage with a wide range of people and at scale (including being an effective public speaker)
- Strong business acumen

The successful candidate may come from any professional background, though is likely to have substantial experience in a business, finance or commercial setting.



CHILD PROTECTION

University College School is fully committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an Enhanced check for Regulated Activity from the Disclosure and Barring Service (DBS) before a formal offer of employment is made. This is a requirement as the position is within a school working with children aged under 18. UCS will also undertake its own recruitment checks through contact with previous employers, referees, and others, to confirm applicants' identities and their professional records.

ARRANGEMENTS FOR THE APPOINTMENT

Saxton Bampfylde Ltd is acting as an employment agency advisor to UCS Hampstead on this appointment.

Candidates should apply for this role by sending a CV and covering letter to Emma Hattersley.

emma.hattersley@saxbam.com



ucs.org.uk

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