



THE **Leys**
CAMBRIDGE



HEAD OF
INTERNATIONAL
SUPPORT (ESOL)

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.

Clare Ives
Head



Head of International Support (ESOL)

Employment Status	Permanent, Full-time
Salary	Competitive
Closing Date for Applications	12 January 2026
Interview Date(s)	22/23 January 2026



We are seeking to appoint a highly effective colleague to the post of Head of International Support (ESOL) with effect from September 2026.

The Head of International Support will lead the School's provision for supporting our international pupils.

They are expected to be an experienced practitioner with a proven track record of delivering effective language support to pupils in either small groups or one-to-one sessions. The Head of International Support will be able to effectively assess pupils' language needs, and be skilled in designing personalised learning programmes that support high levels of progress. This is an exciting opportunity to have a significant impact and influence on the development of the wonderful pupils within our school, working to implement a gold standard of support and care.

The new Head of International Support is expected to give this important department dynamic, and creative leadership. The successful candidate will be confident in their ability to manage a team of experienced practitioners, be able to lead high quality training for teaching staff, and have the communication, leadership and management skills to articulate and implement their vision for international support across the school. Successful candidates will be self-reliant and adaptable, with high levels of initiative. They will possess the people management skills to support and bring the best out of colleagues in their team, and will demonstrate an ability and genuine desire to develop pupils to their fullest potential.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience - one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially - to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.

THE SUNDAY TIMES

SCHOOLS GUIDE
2024

INDEPENDENT SECONDARY
SCHOOL OF THE YEAR
EAST ANGLIA



Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits, activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2022 ISI comment that "Inspirational and creative teaching is a significant contributory factor to pupils' positive attitudes to learning" sums up the impact of that individuality. That said, we know that aspects change within education, and we just completed an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level, placing us 67th in the Times Parent Power Rankings for independent schools nationally, and 84th for all schools. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



The Department

Students from all over the world attend The Leys, adding a valuable cosmopolitan dimension to everyday life. The International Support Department helps all pupils with an international connection realise their full potential in using English for academic, social, and professional purposes and achieving the qualifications required for university entrance. The Leys understands how traditions and cultural awareness are very important in education and development. Thus, the department also plays a key role helping pupils share and celebrate their cultures with their peers.

The International Support Department is located in a suite of rooms comprising an office, and three classrooms, one for approximately eight pupils and two for smaller groups. Each classroom is fully equipped with SMART display screens, and the department is well supplied with books and audio-visual resources. The department's programme aims to balance helping pupils to adapt to life in a British boarding school, to understand cultural context, and to develop their English skills using CLIL techniques as much as possible. The department is also responsible for preparing pupils for external examinations and ensuring all pupils achieve the required language qualifications for university.

Pupils typically join the school in Year 7, 9 or 12, and international pupils join us in all of these year groups, making up just under 20% of the school community overall, although this percentage varies by year group. It is expected that pupils stay with us for the duration of their secondary education, although the school accepts a very small number of pupils (2-3) into Year 12 each year on a one-year place.

International pupils are assessed on application to the school, and again on arrival, by the International Support Team. Usually, pupils arriving into Years 7 and 9 would be expected to have a minimum of B1 Language skills, and pupils are expected to be a strong B2 for 6th Form entry. Pupils requiring additional support to develop their English are identified and then receive lessons in 1-2-1 or small group settings. In Years 7 to 11 this will be through withdrawal from one or more subjects, and in the 6th Form this occurs in study periods. It is expected that international pupils will take English Language GCSE, and the vast majority also take English Literature GCSE, with great success. In the Sixth Form, pupils receive support in preparing for their IELTS examinations, and some pupils receive additional support to help them access their A Levels. The International Support Department is currently made up of 3 Full Time teachers and 1 Part Time teacher who also contributes in a different subject areas.

The International Support Department plays a crucial role in supporting International Pupils in feeling a valued part of the school community. The Department takes a lead in running the World Culture Evening, where the 30 nationalities and cultures represented within the school are celebrated. The department also supports pupils during the International Pupil Induction Weekend prior to the start of the academic year, where international pupils are given a chance to learn about British Culture and adapt a little to this before term starts. The school takes the views of its International community seriously, with an International Boarders' committee that meets with the Deputy Head (Pastoral) on a half termly basis to discuss issues that are topical and relevant to them. The Head of International Support is expected to be a key individual for our international pupils, championing engagement and involvement across the school and celebrating their successes.

The Post

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The term Head of Department applies to appointed postholders who have responsibility for an academic department. The Head of International Support (ESOL) is responsible to the Deputy Head (Academic).

The primary role of the Head of an Academic Department is to provide strong academic leadership and management of the department. All Heads of Department are expected to perform the duties of a teacher in addition to managing their department.

The Head of Department is required to lead, manage, and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. They will be supported by SMT, by colleagues from within the department, and support departments.

All Heads of Department are required to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy. It is recognised that the methods by which Heads of Department carry out their duties and the extent of delegation, will depend on such factors as the size and nature of the Departments and the personal approach of the individual Head of Department.

The Post

Job Description

Specific Key Responsibilities:

- Responsible to the Deputy Head (Academic) for all International Support Provision.
- Responsible for assessing international pupils prior to entry to the school and advising the Admissions team on suitability.
- Oversee language assessments for pupils on entry to the school.
- Create and monitor International Support Profiles for pupils for whom English is an Additional Language (EAL).
- Lead of all aspects of record keeping for the International Support department, to ensure that pupil registers and Support Profiles are kept up-to-date and communicated to staff.
- Ensure that all relevant school policies are communicated to staff and are regularly updated in line with best practice and regulatory requirements.
- Remain abreast of curriculum and pedagogical developments, in order to lead on best practice for supporting EAL pupils.
- Devise and implement an appropriate range of support and intervention mechanisms for pupils with EAL needs.
- Plan and implement rigorous self-evaluation processes for all EAL support strategies, using data to inform planning processes.
- Work with Heads of Departments and teachers to implement an inclusive Quality First Teaching academic approach and support teachers with EAL students.
- Lead staff training on strategies to support EAL pupils and help the Common Room to embed these practices within their own classrooms.
- Liaise with the Head of Learning Support to develop suitable support for pupils with both EAL and SEND needs.
- Report, and present to the Accessibility Committee on matters relating to International Support
- Champion International Pupils across the school, finding opportunities to celebrate achievements, and promoting inclusion and engagement.
- Support the Deputy Head Pastoral with the organisation, implementation and supervision of pupils during the International Boarder's Induction programme, immediately prior to the start of the Autumn term.
- Lead the School's World Culture Day.

The Post

Job Description

The HoD has the following responsibilities to the Deputy Head, Academic and Head (or delegated members of the SMT):

- Ensure high quality teaching and learning within the department including undertaking regular learning observations.
- Organisation, promotion, efficiency, and success of the department in line with school strategic plans and direction.
- Planning the curriculum, maintaining up-to-date Schemes of Work, and selecting appropriate syllabuses and specifications.
- Advising on staff needs and teacher allocation.
- Advising on staff appointments into the department.
- Inducting new members of staff into the department.
- Advising on teaching objectives, and supporting, performance and development of departmental colleagues. This may include CPD recommendations.
- Complete regular book and marking audits within the department.
- Advising on expenditure, especially regarding new development.
- Ensure a safe and healthy environment for both staff and pupils, and full compliance with health and safety requirements.
- Ensure department documentation is up to date.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.

Teaching Responsibilities

- To teach pupils within the school.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality
- To plan lessons clearly and within the departmental scheme of work.
- To mark work regularly and promptly, in line with departmental and school marking policies and review, monitor, and keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom.

The Post

The HoD has the following responsibilities to the department and colleagues:

- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject.
- Develop and maintain an academic extension and enrichment programme for the pupils in the department.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- Guiding, supporting, mentoring, and assessing colleagues with a view to their professional development.
- Take initial responsibility for the pastoral care and wellbeing of all department staff. Allocation of teaching and department duties and managing staff absences.
- Ensure that staff performance is managed in a timely and appropriate manner consistent with the expectations of The Leys School.
- Make effective use of all staffing resources, including ICT, and seek opportunities for collaboration and joint working with others beyond the department and beyond the School.
- Monitoring of marking, record-keeping, communication, and implementation of Learning Support profiles across the department.
- Chairing weekly department meetings, drawing up agendas and seeing that minutes are completed and shared with the Director of Studies.
- Monitoring, implementing, and reviewing strategies to improve pupils' performance and progress across all year groups.
- To ensure the best possible pupil experience, through the fulfilment of the School's responsibilities concerning pupils in respect of their admission, instruction, progress, and external examination.
- Creation, marking, and moderation of internal and entry examinations.
- Selecting, ordering, issuing, collecting, and stock-taking of textbooks and equipment.
- Ensure that School equipment/facilities under the department's control are properly maintained by monitoring the fabric of the department and requesting improvement or repair where required.

Budgetary control:

- Take responsibility for devolved budgets and comply with School financial regulations.
- Manage income and expenditure in order to promote financial sustainability.
- Ensure adherence by all Departmental members, with School Financial Regulations and other financial operating procedures and regulations.
- Observe colleagues teach and engender culture of peer-observation, excellence, co-operation, and respect both within and beyond the department.
- Attendance at Heads of Department meetings and HMC/East Anglia Group meetings.
- Fostering cross-curricular relationships across the school, and between schools including feeder prep schools and local maintained sector schools.
- Support department colleagues to ensure that both compliance and GDPR guidelines are followed within the department.
- Support pupils in preparation of UCAS applications, including to the most competitive universities.
- Organise the department Collaborations (academic support sessions).

Person Specification

Criteria	Essential	Desirable
Qualifications	<p>Good honours degree.</p> <p>Relevant teaching experience.</p> <p>Have a very strong academic record and standing.</p> <p>Have a very good understanding of the academic disciplines within the department.</p> <p>Experience of teaching English as an Additional Language ESOL qualification (CELTA or ESOL PGCE equivalent).</p>	<p>PGCE, QTS or equivalent teaching qualification.</p>
Experience	<p>Capacity to be efficient and organised, flexible, and adaptable to changing circumstances.</p> <p>Ambition, drive, and high expectations.</p> <p>Active in own development and uses personal reflection to learn from experiences.</p> <p>Ability to manage time, prioritise workload, and reliably meet responsibilities.</p> <p>The ability to work in a busy environment and meet deadlines and develop new skills.</p> <p>Be able to develop existing skills and seek advice from a variety of sources.</p> <p>Be willing and able to exercise judgement and take risks.</p>	<p>Experience as a tutor/form teacher.</p> <p>Experience of running extra-curricular clubs/societies.</p> <p>Experience of marking public examinations.</p> <p>Experience of leading a team of peers.</p> <p>Experience of teaching IELTS and / or the Cambridge B2 First and C1 Advanced exams</p>
Skills	<p>Ability to work on your own initiative and as part of a team.</p> <p>Well-developed communication, listening, and inter-personal skills.</p> <p>Ability to motivate pupils to reach their full potential. Ability to manage staff (particularly important for training and development).</p> <p>Ability to deal positively and constructively with pupils, colleagues, and parents at all levels.</p> <p>Have very good ambassadorial and diplomatic skills. Have excellent delegation skills.</p> <p>Have the ability to engage constructively with people. Good digital hygiene.</p> <p>Ability to form professional relationships with children.</p>	
Knowledge	<p>Excellent pedagogical knowledge and skill</p> <p>Good working knowledge of IT including the Microsoft Office suite.</p>	

How to *Apply*

If you are interested in applying, please submit a completed application form including covering letter addressed to the Head, to the Recruitment Team (recruitment@theleys.net), The Leys School, Cambridge, CB2 7AD by 09.00 on 12 January 2026. Interviews will be held 22 - 23 January 2026.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dinning Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

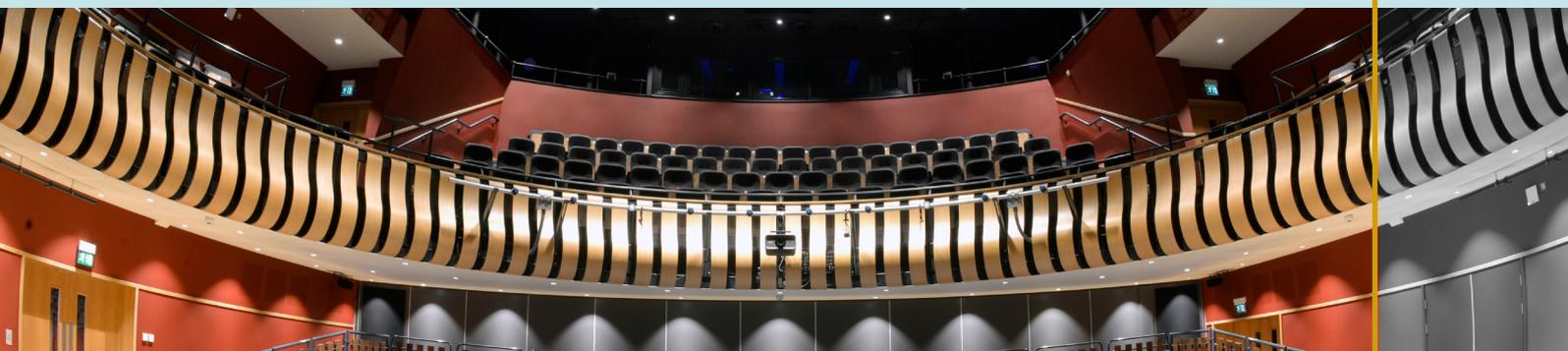
Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.





THE *Leys*
C A M B R I D G E