



Lycée International

WINSTON CHURCHILL

Head of School / Proviseur

CANDIDATE BRIEF

NORMAN BROADBENT



Welcome from the Chair of Governors

Thank you for your interest in the position of Head of School or Proviseur at Lycée International Winston Churchill.

Mireille Rabaté, our Founding Head of School, will be retiring at the end of July 2027. Under her leadership, the school has developed into a distinctive, ambitious and inclusive international community and has received multiple plaudits and awards. But we are now looking to the future with excitement, seeking a new leader who can build upon the foundations that have been established in our first 12 years, whilst continuing to put the intellectual development and wellbeing of each student at the heart of every lesson, every strategy, and every decision we make.

Our goal is more than simply replicating the French education system in a UK context. We seek to combine the very best of both French and British education, whilst freely drawing from other leading systems as well. We aim to develop responsible, open-minded, self-confident, imaginative, and truly bilingual young people capable of taking on all the challenges and opportunities of the 21st Century. Our school is characterised by a shared culture of critical thinking, a deep sense of community, and a celebration of diversity with families drawn from all over the world. Our ethos is summed up in the mantra 'Excellence Through Care'.

As you get to know the school, I hope you will come to see how truly special it is. Thank you for your interest in us. I look forward to meeting you as the appointment process progresses.

Warm regards,



Arnaud Vaissié, Chair of the Board of Governors



About the School

The Lycée International Winston Churchill is a premier co-educational, bilingual independent day school in Wembley, North London, educating students aged 3 to 18.

The school opened in September 2015 via a collaboration between the French Education Charitable Trust (FECT) and the French Embassy in the UK in order to meet a booming demand for elite bilingual education in London. It was inaugurated by the then President of France, Francois Hollande who returned in 2025 to celebrate the school's 10th anniversary. The school opened during the 50th anniversary of Sir Winston Churchill's death. It is housed in the former Brent Town Hall, a Grade II-listed 1930s Art Deco masterpiece spanning a leafy five-acre campus. The building famously served as a government communications centre during World War II.

From ages 3–11, all students undergo a dual-language primary curriculum with two native-speaking teachers per classroom. Secondary students choose between the French Baccalauréat or the English International Programme (EIP) leading to the International Baccalaureate Diploma Programme (IBDP). Our school boasts a 100% pass rate on French national exams.

We have gradually introduced tablets to support the curriculum, but digital devices complement rather than replace traditional teaching; encouraging creativity and collaboration. We have also established a highly commended remote learning programme. By combining technology with proven educational practices, our school continues to develop innovative teaching methods.



Fact File and Resources

Status

Non-Profit Independent Day School

Number of Students

625 (of which 185 are in Years 12 and 13)

Student Profile

Ages 3-18, coeducational

Number of Staff

Around 90

Website

www.lyceeinternational.london

Exam Results

[Full details here](#)

Location

54 Forty Lane, Wembley, London,
HA9 9LY, United Kingdom

Fees and Financial Support

[Full details here](#)

Year Established

2015

Latest Inspection Reports

[OFSTED](#) (Mar. 2019) and [ISI](#) (Apr. 2026)



Current Context

Since its foundation in 2015, the Lycée has had to navigate a succession of extraordinary external challenges. The UK's decision to leave the European Union brought significant changes to London's demographics and to the internationally mobile communities from which the school draws many of its families. This was followed by the COVID-19 pandemic and, more recently, the introduction of VAT on independent school fees. Collectively, these factors have created headwinds for pupil recruitment and enrolment.

The school has responded with resilience and determination, but a sustained period of pressure on enrolment has inevitably created financial constraints. As we enter our second decade, strengthening enrolment and ensuring the long-term financial sustainability of the school will therefore be important priorities. This will require a continued focus on efficiency and careful stewardship of resources, alongside a compelling articulation of what makes the Lycée distinctive and continued investment in the quality and rigour of the educational experience we provide.

We nevertheless look to the future with considerable optimism and strong backing. A number of exciting partnership opportunities are currently under consideration which could have transformative potential for the Lycée. Our next Head of School will have the opportunity to work closely with the Board and wider community to explore these possibilities and help shape an ambitious and sustainable next chapter for the school.

Mission

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Values

Excellence



Each student is entitled to the best possible education with the goal of achieving excellence in both intellectual and social endeavours. Learning should be a fulfilling experience, fostering joy, creative thinking, and openness. Through individual and collective learning initiatives, we encourage students to think positively about themselves and recognise and value their talents and those of others.

Creative Thinking



Learning takes many forms and is enhanced by diverse pedagogical approaches and the balanced use of technology. Educators are encouraged to think and teach creatively and to use a variety of methods, from lectures to hands-on project-based sessions, and from classic books to digital resources. Innovative lesson plans help each child discover their own learning style, talents, and potential.

Integrity



Honesty is of paramount importance in building character. Students are encouraged to embrace challenges and welcome hurdles while being truthful, realistic, and fair. They develop an ability to own their mistakes and learn from them.

Community



Teamwork is a key part of our school activities. This fosters a sense of community and solidarity both within the school, and the greater community, from positive collaboration and healthy competition in the classroom to volunteering and community involvement. We appreciate the involvement and support of our parents and broader community.

Respect



Pupils, families, and employees from all backgrounds and cultures are welcome in our school. We respect and celebrate their identity, lifestyles, preferences, and individual differences. Every member of our community, both pupils and adults, is expected to do the same.

Global Citizenship



Global citizenship is a mindset that values equity, responsibility, respect, community, inclusivity, sustainability, diversity, and inspiration. It refers to a sense of identity that goes beyond geographic and cultural boundaries while contributing actively to society within a local context.

Role Overview

This is a permanent full-time role, reporting to the Board of Governors. The successful candidate will need to inspire confidence across the school community, strengthen enrolment, champion the school's distinctive identity, and help position Lycée International Winston Churchill for sustained success in an increasingly competitive international schools market.

Key aspects of the Head of School role include:

- Being the 'standard bearer' for the vision, values and ethos of the school;
- Fostering a culture of continuous improvement, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision;
- Supporting the Board of Governors in the future strategic development and growth of the school.

The Head of School will:

- Establish and sustain the school's ethos and strategic direction together with the Board of Governors and through consultation with the school community;
- Establish and oversee systems, processes and policies so the school can operate effectively and ensure compliance with all UK regulations;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure these school improvement strategies are effectively implemented;
- Monitor progress towards achieving the school's aims and objectives;
- Allocate financial resources appropriately, efficiently and effectively;
- Uphold trust in the school's leadership and maintain high standards of ethics, behaviour and professional conduct;
- Build positive and respectful relationships across the school community;
- Serve in the best interests of the school's students.



Specific Duties and Responsibilities

The Head of School will be expected to provide effective leadership across all of the following dimensions:



Strategy, Sustainability and School Development

- Working with the Board and senior colleagues to ensure the long-term financial sustainability and strategic development of the school;
- Understanding the competitive market for independent and international education in London and ensuring that the school's educational proposition remains distinctive, relevant and attractive to current and prospective families;
- Taking an active leadership role in pupil recruitment and retention, working closely with colleagues responsible for admissions, marketing and communications to support sustainable enrolment across the school;
- Contributing to informed decisions on fee strategy, investment and resource allocation, balancing affordability and accessibility with the need to maintain educational quality and financial resilience;
- Acting as a compelling external ambassador for the Lycée, building its profile and reputation amongst prospective families, partners and the wider French, British and international communities.



Teaching, Curriculum and Assessment

- Protecting and developing the Lycée's distinctive French and bilingual character, ensuring that its French educational heritage continues to sit successfully alongside its British and international dimensions;
- Instilling a culture of academic rigour and driving improvements in the school's IB Diploma Programme outcomes specifically;
- Establishing and sustaining high-quality teaching across all subjects and phases, based on evidence;
- Ensuring teaching is underpinned by subject expertise;
- Effectively using formative assessment to inform strategy and decisions;
- Ensuring the teaching of a broad, structured and coherent curriculum;
- Establishing curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities;
- Using valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.



School Culture and Behaviour

- Creating a culture where pupils experience a positive and enriching school life;
- Upholding ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;
- Ensuring a culture of staff professionalism;
- Encouraging high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school;
- Using consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.



Management

- Ensuring staff and pupils' safety and welfare through effective and rigorous approaches to safeguarding, as part of a duty of care;
- Managing staff well with due attention to workload;
- Ensuring rigorous approaches to identifying, managing and mitigating risk;
- Overseeing compliance with the General Data Protection Regulation (GDPR), in conjunction with the school's nominated Data Protection Officer;
- Remaining alert to opportunities to prioritise, simplify and streamline the school's activities and ways of working, including being prepared to pare back activity where necessary in order to focus resources where they can have greatest impact.

Specific Duties and Responsibilities

The Head of School will be expected to provide effective leadership across all of the following dimensions:



Professional Development

- Ensuring staff have access to appropriate, high-quality professional development opportunities;
- Keeping up to date with developments in education;
- Ensuring training and continuing professional development is effectively planned, delivered and evaluated;
- Making sure professional development opportunities draw on experts both within, and beyond the school;
- Seeking training and continuing professional development to meet the needs of all staff members.



Inclusion

- Promoting a culture and practices that enable all pupils to access the curriculum;
- Having ambitious expectations for all pupils with SEN and disabilities;
- Making sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
- Making sure the school fulfils statutory duties regarding the SEND Code of Practice.



Governance, Accountability and Working in Partnership

- Understanding and welcoming the role of effective governance, including accepting responsibility;
- Ensuring that staff understand their professional responsibilities and are held to account;
- Ensuring the school effectively and efficiently operates within the required regulatory frameworks, stays abreast of all regulatory changes, and meets all statutory duties;
- Maintaining strong and constructive relationships with relevant French educational, diplomatic and cultural institutions, while ensuring that the school continues to meet all applicable requirements as an independent school in England;
- Maintaining working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Note

The post holder may be required to carry out other duties and responsibilities in keeping with the nature of this post as directed by and agreed with the Governors. Whilst every effort has been made to outline the key duties and responsibilities of the post, this document does not specify every item in detail.

Person Specification

We are seeking a Head of School who combines educational credibility with strategic resilience: an individual with the energy, optimism and determination to look beyond the inevitable "white noise" generated by short-term external pressures and to focus instead on our long-term opportunities.

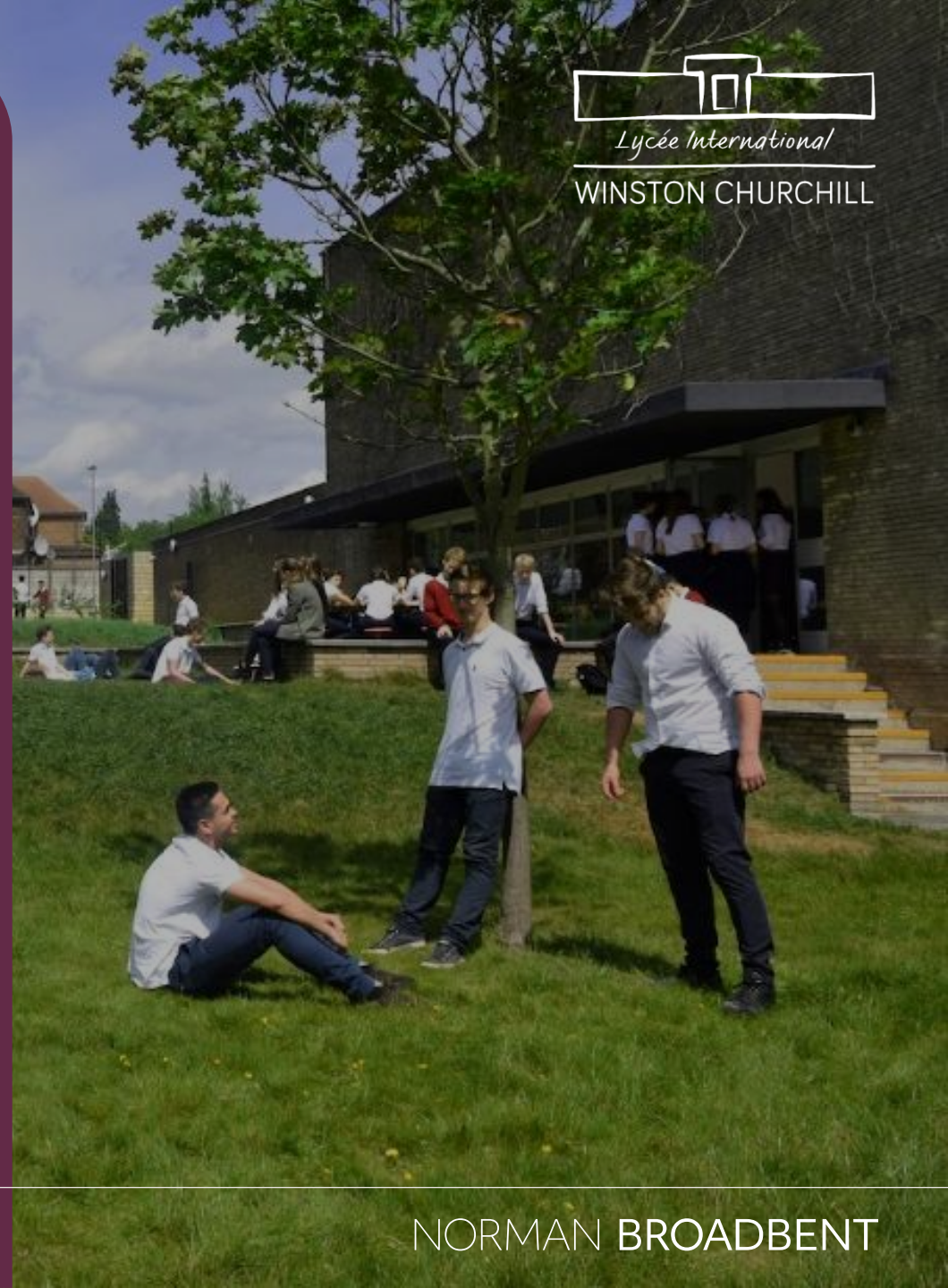
To be considered for this appointment, candidates will first be expected to possess:

- Recent successful experience as a Head, Deputy Head, Assistant Head, or School Senior Leader;
- A recognised teaching qualification or equivalent professional status;
- Genuine personal bilingualism, with the ability to communicate fluently and confidently in both French and English.

Candidates will then be asked to demonstrate the following skills, capabilities and attributes:

1. Leadership and Vision

- An understanding of the French education system and its educational culture, structures and expectations, together with the ability to operate confidently at the intersection of French, British and international approaches to education;
- Successful recent strategic leadership experience and a strong awareness of risks and opportunities in the current education landscape;
- A sense of moral purpose and mission and a high level of ambition for the future of the school;
- The ability to articulate clear priorities and to balance personal impact with the empowerment of others to achieve them;
- A willingness to challenge established or orthodox ways of thinking, combined with the wisdom to listen to the experiences and perspectives of others;
- A commitment to address diversity, equity and inclusion issues as they arise in decision-making.



2. Effective Management Skills

- Experience of successfully managing budgets and resources;
- Experience of line managing both teaching and support staff, making tricky workload allocation decisions, and ensuring high levels of performance and accountability;
- Financial acumen and an understanding of the factors that drive enrolment, retention and financial sustainability within a fee-paying school environment;
- A proven ability to attract high-quality staff and run robust and effective recruitment campaigns;
- Experience and evidence of highly developed skills of robust appraisal/performance management of all staff, recognising high performance and tackling underperformance through to resolution;
- A naturally collaborative approach to problem solving and the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals;
- A track record of critiquing and improving internal processes with an eye on efficiency, quality and cost;
- A thorough understanding of child protection and safeguarding with the ability to ensure a culture of rigour around these issues.

3. Track Record of School Improvement

- Experience of engaging in school-wide planning and self-evaluation discussions;
- Extensive knowledge of best practice in curriculum development and classroom practice;
- Proven ability to draw on a variety of sources (data, staff feedback, student panels, own observations) to identify areas for improvement and marginal gains;
- A deep and long-standing engagement with debates around teaching, learning, and pedagogy, alongside ideas about how to harness the potential of Information and Communication Technology to enhance learning experiences/outcomes;
- An understanding of how to drive positive cultural change within a school environment;
- A personal commitment to self-improvement and continuing professional development.



4. Exceptional Personal Qualities

- A strong personal alignment with the Lycée's mission and values;
- The highest possible level of integrity and commitment to ethical leadership;
- The ability to build positive and effective relationships with staff, parents, trustees, and the wider community;
- Personal charisma, strength of character, and presence, with the capacity to inspire, engage and influence others;
- Sound judgement;
- A proven ability to work hard and proactively whilst maintaining high levels of energy, resilience, positivity, and enthusiasm;
- A clear, concise, and compelling communication style;
- An approachable and empathetic demeanour;
- High levels of personal organisation and time management;
- Dedication to inclusion, and to ensuring the health, safety, wellbeing, and success of the entire student body;
- An understanding of the different needs of all students in our school and how these can be best met, centred within a pastoral ethos which puts each student's holistic development at the heart of all we do.

Application Process and How to Apply

The Lycée is committed to equal opportunities in employment and welcomes applications irrespective of gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age, and/or medical condition.

Safeguarding and promoting the welfare of children is our top priority. We expect all staff and visitors to share this commitment. Appointment to the Head of School post will be subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2026) and the school's own Safer Recruitment Policy.

Applications should consist of:

- A concise covering letter (ideally no longer than two pages), addressing the criteria in the Person Specification;
- An up-to-date curriculum vitae;
- Names and contact details of three referees (although referees will only be approached towards the final stage of the process, and only with your express permission).

These can be uploaded [here](#). The deadline for receipt of applications is midday (GMT) on **Thursday 15th October**.

Longlisted candidates will be invited to meet with Norman Broadbent during late October and early November. A final shortlist of candidates will then be taken forward to face-to-face interviews with the Search Committee of the Board of Governors, likely during the week commencing 23rd November.

An appointment will be made subject to receipt of satisfactory references and other pre-employment checks in line with the school's [Policy and Procedure for Safer Recruitment](#). This will include an enhanced Disclosure and Barring Service (DBS) check. The appointed candidate will be offered a salary that is commensurate with their experience and the seniority of the role. The required start date is no later than 1st August 2027.



Contact Us

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ABOUT NORMAN BROADBENT

Founded in 1979, Norman Broadbent is an established executive search, interim management, board advisory, and leadership consultancy firm. With over 45 years of experience shaping leadership across diverse sectors and functions, we have a proven track record of success supporting SMEs, major brands, household names, and global organisations both in the UK and internationally.

NORMAN BROADBENT

Equity, Diversity and Inclusion

Your Voice, Our Commitment

ED&I in the workplace is a priority for Norman Broadbent and the organisations we partner with. We are committed to reducing barriers and fostering workplaces where individuals from all backgrounds have equitable access to opportunities.