Heathfield School
Ascot

Application pack for the position of

HOUSE PARENT

Start September / January 2023

Welcome

Heathfield is a warm and welcoming school, an inclusive community and a home from home for our students, who are the heart of the school. As an intentionally smaller school we are able to genuinely focus on individuals, supporting and inspiring them to find their own path. In this rapidly changing world, we want our students to leave Heathfield as informed and confident young people. We want to empower them to think independently and to stand up for what they believe in. We want them to be proud of who they are, all they have achieved so far and to be excited about their future.

We continue to evolve, striving to provide a truly outstanding education. To do this, we must continue to build and deliver a creative, ambitious vision for our school.

Academically, we aim to engender intellectual curiosity and self-discipline, and this leads our students to success in so many areas. Our students go to leading universities, art colleges and drama schools in the UK and abroad, as well as to the world of work. However, we are not led purely by academic outcomes. One of the wonderful things about our school is that you will get to know every girl and have strong partnerships with parents, creating our family feel.

Our boarding ethos is at the heart of what we stand for. The majority of students board, and we have a growing number of day pupils who often stay later in the evenings and join in with our exciting weekend activities. Pastoral care is the foundation of our school and pupils take part in 'Flourishing', an innovative wellbeing programme that we are fortunate to be the first school in the UK to adopt. Teaching staff are all involved in the extensive co-curricular programme, strengthening relationships with students.

Eleanor Wyatt founded Heathfield in 1899 to enable pupils to 'see the sky'. Today, we continue to challenge our students to 'see the sky'; to develop the confidence to set their ambitions high. I hope that you will feel excited by the opportunities, challenges and professional rewards of being a part of Heathfield. High value is placed on professional development and we will do our very best to support and encourage you, enabling us all to work together to help shape our school over the coming years. We aspire for Heathfield to be the very best school and want to welcome the very best people to work with us.

I look forward to meeting you.

Sarah Wilson
Headmistress

About Heathfield

Heathfield is a vibrant and unique independent boarding and day school for pupils aged 11-18 with a first-class education and excellent pastoral care. Situated in Ascot, with good transport links to international airports and London, the school currently has 226 pupils including 136 boarders. It is small and welcoming, with a caring and inclusive atmosphere, underpinned by a strong Christian ethos. The small size of the school ensures that everyone knows everyone and fosters a happy community, where students build long-lasting friendships. Heathfield students are highly successful and go on to establish careers in many different sectors according to their individual skills and ambitions.

At the last ISI Inspection in February 2018, the school was graded “Excellent” in all areas assessed. Heathfield is a school where the primary aim is to ‘discover and develop every pupil’s talents to enable her to excel.’

We recognise that our greatest asset is our staff, and you would be joining an inclusive community united by a mission to do the very best for every student. Our personalised and individual approach is central to making sure that every student is happy, confident and therefore able to reach her academic, social and emotional potential.

The school offers an excellent all-round education that caters for students of all abilities and interests, with well-established programmes in place for the exceptionally able and for those needing learning support in specific areas. The school aims to bring out the best in every pupil, according to their abilities and talents.

‘‘Pupils are happy, articulate and confident.’’ ISI 2018

Working at Heathfield

Curiosity is encouraged from all members of our school community and support is in place throughout Heathfield to enable everyone to question and explore the world around them.

Students are taught to critically reflect on their preconceptions about learning, understand the principles of scientific enquiry, and become researchers themselves as they work alongside teachers to make pedagogical decisions. We are proud to be the first school in the UK to deliver the innovative and evidence-based mental health and wellbeing programme, Flourishing, which has been developed from the principles of positive psychology. Students in every year group receive dedicated lessons to enable them to develop the habits and characteristics required for lifelong happiness, wellbeing, and academic success. Teachers also receive training on positive psychology to improve their own wellbeing and to incorporate the principles into their lessons and interactions with students outside of the classroom.

Teaching and learning strategies throughout the school are evidence-based. Teachers' professional development is supported by @HeathfieldLearn: a teaching and learning bulletin issued every half-term that focuses on how research findings can be translated into classroom practice. Students and teachers work together in pedagogical teams to read and disseminate research to the school community and teachers are encouraged to conduct small-scale action research projects to target specific areas of their practice as part of our whole-school philosophy of continual improvement.

Heathfield staff take ownership of their professional development and model the benefits and practice of lifelong learning to their students. As members of The National College, all our staff have unlimited access to a wide variety of remote learning opportunities. Every year, teachers are given the opportunity to join our middle leadership programme, which provides participants with the skills and awareness to lead whole-school innovations. The programme is lead by our Assistant Head of Teaching and Learning and combines taught elements alongside personalised activities and mentorship relevant to each teacher's field of interest.

The number of teachers choosing to further their subject or pedagogical knowledge by completing Masters level degree courses in addition to their teaching commitments each year is a testament to the culture of curiosity felt across the school.

The role

We are seeking to recruit an outstanding, experienced full-time Resident House Parent. The successful candidate will have a very strong pastoral ethos and be committed to the care and welfare of young people. You will be expected to play a key role in the life of this vibrant day and boarding school. It is also essential, that you possess excellent ICT, organisational, communication and interpersonal skills, with an ability to effectively communicate with individuals at all levels.

The Department:

The House Parent oversees the Boarding House reporting to the Assistant Head (Pastoral & Boarding). Together, will all the boarding staff, the House Parent must strive to provide excellent boarding and pastoral care and guidance, and act as *in loco parentis*, for all students in the House. The House Parent, along with the rest of the boarding team, will ensure that the atmosphere in the boarding area is warm and secure and they provide the necessary structure for the students to function successfully in the boarding community.

Job Purpose:

- ◊ To be resident within the House at all times, except at specified off duty time, and to be responsible for the general welfare and personal development of all the boarders in the House in accordance with the policy of the School and the detailed guidance in the Children Act.
- ◊ To build a strong personal relationship with each of the Pupils in their care, to sound out the needs of each pupil and continuously support the staff reporting to you in meeting their needs.
- ◊ To keep closely in touch with parents and guardians as required and to keep the Assistant Head (Pastoral & Boarding) informed of all matters concerning the welfare of the boarders.
- ◊ To work closely with the Deputy Head (Pastoral & Boarding) and Tutors in ensuring continuity of care for the Pupils in the House and the proper running of the House.
- ◊ To lead the team in the House and to make a positive contribution in all areas concerning the welfare of the boarders and to carry out those duties and responsibilities as required by the Deputy Head (Pastoral & Boarding).

KEY RESPONSIBILITIES

The main responsibilities of the House Parent are:

- ◊ Dealing with pastoral and disciplinary issues and liaising with parents, staff, and other professionals as necessary. This includes following any reasonable requests made by the Assistant Head (Pastoral & Boarding), member of the SMT or Headmistress.
- ◊ The House Parent is responsible to the Assistant Head (Pastoral & Boarding) for the well-being of all the students in the Boarding House.
- ◊ Takes a lead role in the non-academic life of each student in their charge, supporting the Heads of Year in academic matters.
- ◊ Responsible for the logistical side of the boarding operation; liaising with Housekeeping and Facilities ensuring the boarding environment in middle school is operating at its optimal level.
- ◊ Overseeing all travel arrangements for students in their care as well as generally supporting the Assistant Head (Pastoral & Boarding).
- ◊ Playing a full and active role in promoting the well-being of the students in the House, including being proactive in creating opportunities for pupils to flourish and being able to apply the Promoting Positive Behaviour Policy for both rewards and sanctions.
- ◊ The establishment and maintenance of systems and routines which facilitate the smooth running of the House, in particular, but not limited to, routines dealing with the logistical side of the Boarding House such as dealing with pocket money, ensuring common rooms and bedrooms are kept clean, monitoring passports and exeat travel arrangements, laundry and general maintenance issues.
- ◊ The House Parent will have frequent daily contact with the Assistant Head (Pastoral & Boarding) and the School Nurses and contact with the Deputy Head (Pastoral & Boarding), Heads of Year, Form Tutors, support staff and other staff, as necessary. It is essential that the House Parent is a committed team member and has strong communication skills. A thorough knowledge of, and adherence to, procedures is necessary.

EXPECTATIONS OF ALL BOARDING STAFF

The well-being of students in a high-quality boarding environment

- ◊ Be a cheerful, affectionate and reassuring presence in the boarding area.
- ◊ Form warm, secure and homely relationships, in loco parentis, with all students, providing kindness and sensitivity, support and understanding, advice, encouragement and guidance.
- ◊ Understand and observe the appropriate levels of confidentiality in relation to these relationships.
- ◊ Alongside the House Parent have an awareness of students' academic progress, targets and aspirations.

The role cont...

- ◊ Maintain close contact as necessary with students' parents.
- ◊ Take a positive, actively problem-solving approach to all aspects of life in the boarding area,
- ◊ Maintain school records as required by the Assistant Head (Pastoral & Boarding) or Deputy Head (Pastoral & Boarding)

Systems and routines to support excellent pastoral care

- ◊ Carry out all daily tasks as required to ensure that all students are relaxed and positive, and able to derive maximum benefit from the School's 24-hour curriculum provision as effective, well-prepared and well-motivated learners.
- ◊ Maintain standards of appearance, behaviour and consideration for others, in accordance with the School's policies and high expectations.
- ◊ Attend regular and occasional meetings with the Head of year, Assistant Head (Pastoral & Boarding) and others as required.
- ◊ Attend professional development sessions as appropriate.
- ◊ Ensure that the boarding space is maintained and kept at the highest standard, with regards to spotting and reporting maintenance issues and monitoring students' tidiness and cleanliness, and to ensure appropriateness of decorations.
- ◊ Staff work as part of a team in the preparation of the boarding areas in the days ahead of the start of term and the clearing and tidying of the areas at the end of each term.

Liaison with staff

- ◊ Maintain daily communication about students' pastoral welfare, with the Deputy Housemistress, Form Tutors and others as required.
- ◊ Establish good relations with the School Chaplain.
- ◊ Maintain daily communication with the School Nurses.
- ◊ Liaise with catering staff regarding catering needs of Pupils in your care.
- ◊ Liaise with the Deputy Housemistress with regard to students' travel arrangements.

The 24-hour curriculum

- ◊ Contribute as required to the School's 24-hour boarding, pastoral and guidance curriculum, including PSHE and Citizenship.
- ◊ Be part of the team that manages and supervises a range of suitable evening and weekend activities as required.

Financial Management

- ◊ Maintain an awareness of the financial aspects of the School's boarding provision, and of the School's intention to provide very good value for money through cost-effective and efficient service delivery.
- ◊ Under the guidance of the Housemistress manage student pocket money and other budgets as required.

Management of the school within the community

- ◊ Play an active part in the promotion of the School and the recruitment of new students through contact with current and prospective parents, Open Days and other promotional activities and events.

Safeguarding and child protection

- ◊ Heathfield is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the School's Safeguarding Children and Child Protection policy and procedures at all times.

Health and Safety

- ◊ All staff at Heathfield are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, raise concerns through their line managers, and address minor physical problems by reporting them as maintenance requests through the School's internal IT reporting system (EVERY).

Equality and diversity

Staff at Heathfield are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity.

Promoting British values

Heathfield recognises the importance of placing emphasis on fundamental British values in the curriculum and all other aspects of School life. These values reflect the ethos of the School and all members of the community have a role to play in delivering the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. All subject areas, and all non-teaching staff, are responsible for promoting these values when opportunities arise.

Data Protection

All staff at Heathfield have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the School, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role at the School, shall not be kept for longer than is necessary for that purpose or those purposes in accordance with the Data Protection Act 2018 and the School's Privacy Policy.

The role cont...

Required competencies and person specification

The section below outlines Governors' and the Headmistress's expectations and requirements for this post. These expectations and requirements will constitute the selection criteria, which will be applied by the School as it considers the applications. The School will judge each application in the context of these selection criteria. Drawing upon the available evidence the School will assess the extent to which each applicant's professional skills and experience match the skills and experience required for this post. In addition, the School will assess the applicant's potential for the development of these professional skills and experience and will make a judgement about the extent to which the applicant has the professional adaptability to make a strong contribution as the School, in particular boarding, moves into a phase of rapid change, transformation and development. The School will furthermore assess the applicant's wider professional effectiveness, taking account of contributions to the life of the School and all additional responsibilities held in past years, and also the applicant's professional characteristics and the extent to which these characteristics meet the needs of the developing School.

General Qualities

The House Parent at Heathfield will have strong, positive interpersonal skills and a real and evident love of teamwork. They will be a warm and cheerful, stable and supportive, positive and reassuring person with high levels of energy, initiative and excellent humour, even in difficult times. They will have the strength of character to deal with complex and challenging situations as and when necessary and understand the importance of following policies and procedures. They will have excellent administrative and organisational skills, as these will play a significant role in supporting the Heads of Year.

The House Parent will demonstrate competence in the following areas:

Knowledge and understanding. The House Parent will know and understand:

- ◊ What it is to be *in loco parentis* with students of this age.
- ◊ Their role in providing quality in boarding, pastoral and guidance provision.
- ◊ What they can do to help create a boarding school ethos which promotes students' spiritual, moral, social and cultural development, good behaviour, emotional well-being and happiness.
- ◊ Understand the need to follow the requirements of Health and Safety regulations, regulations arising out of the Children Act (1989), the National Minimum Standards for boarding and the requirements of the Independent School's Inspectorate and play her part in doing so and evidencing this.
- ◊ The importance of collaboration and CPD when it comes to maintaining high personal skill levels.
- ◊ When to show initiative and be proactive, and when to defer to Housemistress for advice or handover.

The House Parent will be able to:

- ◊ Play a major role in the logistical side of boarding.
- ◊ Think creatively and imaginatively to anticipate and solve problems and to identify opportunities with regard to boarding in general and the logistics of running the House in particular.

Managing students' progress. The House Parent will be able to:

- ◊ Contribute to the maintenance of a climate and code of conduct which promote and secure very good pastoral care and guidance, high standards of achievement, good behaviour and discipline throughout the boarding school.
- ◊ Play a part in the organisation and implementation of the 24-hour boarding, pastoral and guidance curriculum and its assessment, in particular for the logistical side of boarding.
- ◊ Display a high level of sensitivity to the wellbeing of all students, including those with special educational or linguistic needs.
- ◊ Help with the creation and promotion of positive strategies for developing an appreciation of diversity and dealing with discrimination of any kind.
- ◊ Encourage students to develop study skills in order to learn more effectively and with increasing independence.
- ◊ Ensure that students observe the School's uniform requirements at all times.

Relations with parents and the wider community. The House Parent will be able to:

- ◊ Maintain an effective partnership with parents and the wider community to support and improve students' well-being, happiness and personal development, in liaison with the Deputy Housemistress.
- ◊ Play an active role to ensure that parents are warmly welcomed into the School at appropriate times.

Managing own performance and development. The House Parent will be able to:

- ◊ Participate in arrangements for Professional Review and take responsibility for their own professional development.
- ◊ To prioritise and manage own time effectively.
- ◊ Work well under pressure, maintaining a cheerful and positive demeanor at all times.
- ◊ Sustain motivation and have a positive motivational effect on colleagues.
- ◊ Be enthusiastic and willing to explore and develop the use of IT, both at a personal and departmental level.
- ◊ Have the ability to be flexible and adapt to change.
- ◊ Have integrity.

The role cont...

Managing resources. The House Parent will be able to:

- ◊ Play a significant role in managing and organising boarding accommodation efficiently and effectively to ensure that it meets the needs of the pastoral curriculum, NMS and of health and safety regulations.
- ◊ Play a significant role in maintaining the cleanliness, tidiness and general good order of the House.
- ◊ Play a significant role in anticipating and meeting the needs of the students on a day-to-day basis.

Strategic leadership. The House Parent will be able to:

- ◊ Lead the House team.
- ◊ Lead by example and embody for the students and staff, the vision, purpose and values of the School.
- ◊ Provide information, objective advice and support, in a timely manner, to the Assistant Head (Pastoral & Boarding) and other staff as necessary, to enable them to meet their responsibilities for providing boarding, pastoral and guidance provision of the very highest standard nationally and internationally.

School culture

- ◊ Support the School's values and ethos by contributing to the development and implementation of policies, practices and procedures.
- ◊ Help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- ◊ Help develop a culture and ethos that is committed to achievement.
- ◊ Undertake other various responsibilities under the reasonable direction of the SMT or Headmistress.
- ◊ Routinely be in your accommodation by 11pm so that the Boarding team on duty can secure the House for the night and there is no disruption for the students.
- ◊ Occupy your accommodation whilst school is in operation.

Induction

All successful candidates are required to attend an Induction Day for new Boarding staff.

Terms of Service

Salary

Commensurate with experience and qualifications.

Meals and Refreshments

We provide freshly prepared, nutritious meals in the Dining Hall during term time (when the kitchen is operational). Refreshments are also available throughout the day in the Staff Sitting Room. Meals and refreshments are free of charge.

Residential accommodation

The House Parent is a residential post, and you will be required to live in the flat provided. You will have access to this property throughout the tenure of the contract, including school holidays.

The property will be a small self-contained flat. It is provided with basic furniture and furnishings only. All services and utilities are provided free of charge.

Holidays

The school holiday year runs from 1 September to 31 August, and you are entitled to 5.6 weeks statutory leave, inclusive of public holidays. You are required to take your statutory holiday entitlement during the first arising non-term time periods (aggregated until the statutory entitlement is exhausted) in each holiday year, provided that, during those periods, you are not unavailable for work due to sickness or the exercise of a statutory right (for example maternity leave). Public holidays will be counted as non-term periods, but days on which you are required to work for the school (such as FOCUS days, where a public holiday falls during term time, or school trips) will not.

During the holidays, you may need to work reasonable hours in preparation for the new term, or in order to fulfil your job responsibilities. Prior to the start of a new term and at the end of term you will be required to work some additional time to ensure that the Boarding Department is ready, and also for staff meetings and training. All these dates are published on the School Information System and your Line Manager will advise you of what will be required. It is important not to make any holiday arrangements (booking flights etc.) before checking with your Line Manager.

Normally, you will not be required to work on public holidays, unless the public holiday falls during the School term (for example May bank holiday). In particular, all staff are expected to attend INSET and staff meetings at the start of each term prior to the return of the students. These dates are published in advance so you will have plenty of notice.

Terms of Service cont...

Pension Scheme
Eligible staff are automatically enrolled into the contributory workplace pension scheme.

Personal Accident Insurance Scheme
The School currently participates in a Personal Accident Insurance Scheme for all employees.

Fee remission
The School currently offers all staff a discount on fees should their daughter/s attend Heathfield School.

Parking
Free parking is available on site.

Welfare
A number of welfare initiatives are available to staff including free lunch and refreshments, free use of the School's swimming pool and gym (at set times), massage, reflexology, life drawing, spin bike and yoga classes (all at small charge), free 24/7 onsite medical care by qualified nurses and counsellor.

Safeguarding
Heathfield School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. Heathfield is an Equal Opportunities Employer and a registered Educational Charity no. 309086 as well as a data controller and registered with the Information Commissioner's Office as required under current data protection legislation. Further information about how we use personal data is available on request.
Section 9 (2)(b) of the Employment (Sex Discrimination) Act 2000 applies to this post.

Application Process

The application form is available on our website: https://www.heathfieldschool.net/about-us/job-vacancies/
To apply please send your application form, current CV and a letter of application to the Headmistress, Sarah Wilson, c/o Lynn Farrin, Heathfield School, London Road, Ascot SL5 8BQ or email hr@heathfieldschool.net.

Closing Date: Wednesday 8 June 2022
Interviews: Week Commencing Monday 13 June 2022

All staff take part in the School's performance management process and must abide by the Code of Conduct for Staff at Heathfield School. Applications are acknowledged and valuated against the selection criteria.

We reserve the right to call suitably qualified candidates to interview and offer the position before the closing date early applications are therefore encouraged. Please note that references will be sought prior to interviews if indicated on your application form. Heathfield School welcomes applications from all sectors of the community.

Facilities

The school is set in 36 acres of stunning grounds in Ascot, Berkshire. With an annual turnover of £6 million, Heathfield is in robust financial health and is in the middle of an exciting investment programme. The theatre and assembly hall were completed in 2009 and the state-of-the-art STEM (Science Technology Engineering and Mathematics) block was completed in the summer of 2015. Construction is well underway on a new Sixth Form Centre alongside future plans to increase and improve staff housing and classroom or boarding accommodation.

The school employs approximately 130 staff, of whom around 40% are teaching. A further 30 are engaged as contractors in catering and peripatetic teaching.

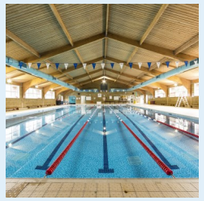
Heathfield has extensive grounds with five lacrosse pitches, tennis courts, netball courts, a purpose-built Sports Centre with a fitness suite, dance studio, spin studio and a 25m indoor swimming pool. We also have 6 acres of wood-land, which is used as a fitness trail, recreation and staff dog walks. Heathfield also has its own tuck shop.

The school is fully equipped with all necessary IT. There are two specialist ICT rooms and a multi-media digital recording studio. All pupils bring a laptop to school.

Staff have their own common room, with facilities for making tea and coffee, and a study with computers.

Catering on site is excellent and freshly prepared on site each day. Staff are provided with free lunches and supper when on evening duty.

We welcome all staff becoming involved in all and any aspect of co-curricular provision, including the Duke of Edinburgh awards, school trips and visits—at home and abroad—and clubs and activities, existing or new. Heathfield is a member school of the BSA, the GSA, ISBA and AGBIS.



a STEM building

b Performing Arts Theatre (including Music rooms and practice rooms)

c New Sixth Form Centre

d Recording studio

e 5 Lacrosse pitches

f 6 Netball / Tennis courts

g 25m indoor heated pool

h Fitness suite

i Spinning studio

j Sports hall

k Dance studio

l Leiths Cookery School

m Upper Sixth Form Boarding House

n Chapel

Academic success

As the individual pupil is at the centre of what we do, class sizes are kept small. The school has a consistently strong academic track record with examination results improving year on year. In 2021, 86% of students achieved A*-B grades at A Level in 24 subjects including Mathematics, History, French, Biology, Art & Design and Music, with 94% meeting their first-choice university entrance requirements. 100% of students were awarded an A* or A in Drama, Economics, History, Music, PE, Photography, RS and Spanish.

At GSCE there was another successful year of results. Across the board, 62% of grades received by our students were in the top 9-7/A*-A category. Core subjects continued to impress, with a 100% pass in Maths and English Language and 64% of pupils securing 9-6/A*-B in Maths, 59% gaining 9-6/A*-B in English Language and 84% 9-6/A*-B in English Literature. In addition, 100% of our students secured A*-B for Foundation Project Qualifications (FPQs) in Year 9 and 100% of students taking subjects a year early in Year 10 achieved Grade 9.

Heathfield offers a rich and broad curriculum that gives everyone the opportunity to continue to further their education.

"Pupils consistently demonstrate positive attitudes to learning and achieving their best." ISI 2018

Pastoral & Boarding

The pastoral care at Heathfield is second to none. Students board in dormitories in the main school building in their Year groups from Forms I to III and then have their own single rooms from Form IV upwards. Sixth Formers live together in Wyatt House, a separate Boarding House, where they can cook together in one of two kitchens, giving them the opportunity to prepare for independent living and university life. Everyone is part of the House system and pupils are put into one of four Houses where they remain throughout their time at Heathfield. The Heads of Year are responsible for the students' welfare and are the main point of contact for parents.

Heathfield offers a wide and diverse weekend programme and a varied selection of school clubs and activities, designed to stimulate the students and to give them the opportunity to try new things and discover an ability or passion previously unexplored.

The Chapel provides a place of peace and quiet reflection for both students and staff and is the spiritual centre of the school community regardless of faith or belief.

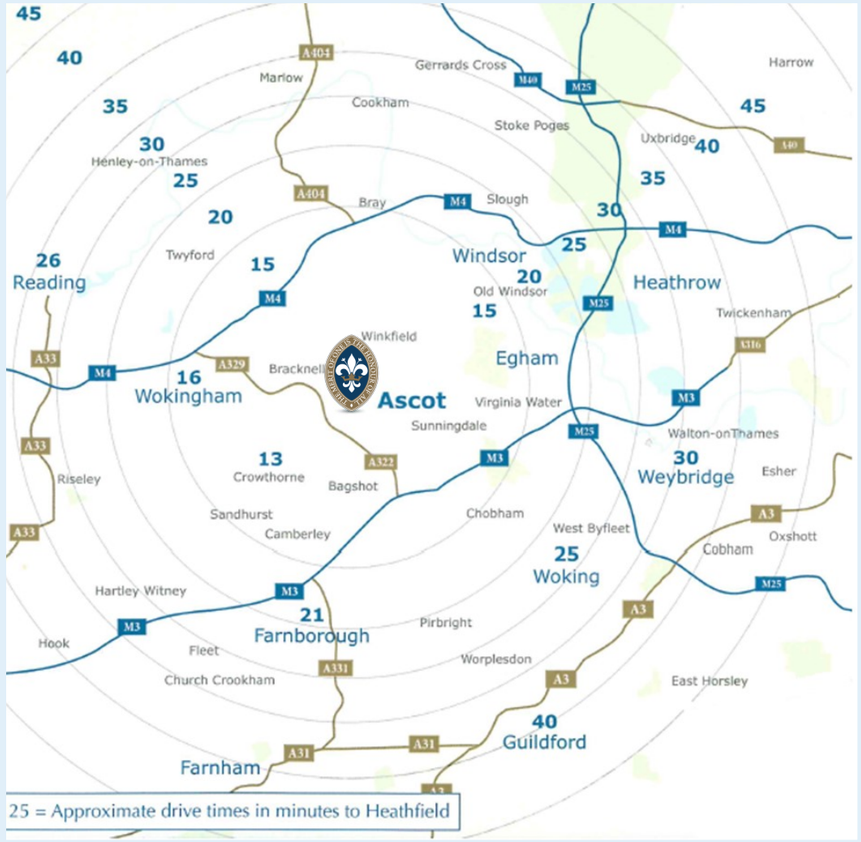
We welcome boarders from all over the world. Students have the opportunity to grow and become more independent within an environment that is safe and happy. Boarders have an extended programme of supervised activities after school and at weekends. Students, including those who live locally, often choose to board as it provides them with a stable, supportive environment in which to study and live, balancing work with such typical evening activities as Zumba, Yoga, themed evenings, cinema trips and weekend days out.

"The school looks to what the child does best not what is best for the school and helps to foster a belief that they can achieve in whatever they do" Parent

Location & local amenities

Heathfield is situated 31 miles west of London, 5 miles from the M3 (J3) and nine miles from the M4 (J10) motorways. There is a rail link between Martins Heron (our closest station), Ascot and London Waterloo. Gatwick and Heathrow airports are also both within easy reach.

For directions to Heathfield, ///



Royal Foresters Restaurant & Bar next door

Martins Heron Station, a 15 minute walk

The Lexicon Shopping Centre, Bracknell

Ascot Racecourse

David Lloyd Fitness Centre, 3 miles

Lavender Park Golf Course, opposite Heathfield

Virginia Water, 5 miles

Windsor & Eton, 6 miles

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Ascot

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