



St Albans High School  
— for Girls —

**Assistant Head – Academic Development**  
**Recruitment Information**  
**(Required from April 2020 or September 2020)**





## Welcome to STAHS!

We are very proud of our delightfully warm, vibrant and ambitious community in the heart of Hertfordshire. We believe we offer the best of both worlds for our pupils and staff – the relaxed, unpretentiousness of home counties city school with the excitement and opportunity of London right on our doorstep.

St Albans High School (we call it STAHS) is a thriving independent day school for girls aged 4 to 18. We are selective at all points of intake, and we are consistently ranked amongst the top 30 independent schools in the UK.

Our Prep School is home to 350 girls from Reception to Year 6 and is based in the leafy village of Wheathampstead just three miles from St Albans. With 18 acres of field and woodland, every child has the opportunity to get muddy in the outdoors, to play, to develop her passion for learning and to have fun.

Our Senior School includes 770 girls from Year 7 through Year 13 and is situated centrally in the historic city of St Albans, only 25 minutes by train from Kings Cross/London St Pancras.

We pride ourselves on providing our pupils with unrivalled opportunities and experiences. Please do see the [Head's Welcome](#) on the STAHS website to find out why STAHS is such a special place.

Mrs Amber Waite BSc Rutgers MSc Oxon  
The Head

## The School

STAHS opened in a converted hospital on Holywell Hill, St Albans in 1889, one of many similar schools which were being established for the education of girls towards the end of the nineteenth century. The School transferred to its current site on Townsend Avenue in the heart of the city in 1908, with the Prep School subsequently moving to the village of Wheathamstead in 2003. STAHS maintains close links with the diocese of St Albans through the Bishop and the Dean, the latter being an ex officio governor of the School. We are affiliated to the Church of England, and we welcome girls and staff of all faiths or none.

The school roll is very healthy, with most year groups at or near capacity. We are always developing our facilities to ensure that we provide a modern and accessible working environment for our entire community. Our newest building project will open in early 2020 and includes a state-of-the-art Sixth Form Centre and workspace, a modern Dining Hall, a new library and a number of new classrooms, small group workspaces and breakout areas for collaborative study.

We regularly review our academic offer and have most recently introduced Computing GCSE and A Level and Psychology A Level to further enhance our already impressive choice of courses. Our co-curricular offer is equally impressive, with a wide variety of academic, sporting, musical, artistic and creative activities for pupils to enjoy.

Our relatively small size offers our pupils a real sense of community that celebrates individual talents, backgrounds and experience within a caring, warm and nurturing environment. Our pupils and staff are proud of their school and of each other, and this culture of mutual respect and support forms the very core of our identity.

As a member of staff, you will be encouraged to develop your skills and experience through our extensive professional development programme, which includes the opportunities to engage in school exchanges, action research, academic partnership with local and regional schools and institutions and a variety of outreach programmes. You will also be a member of a friendly and welcoming common room, and benefit from employment at a school that prioritises staff welfare.





## The Role

The role of Assistant Head Academic Development is a new post at STAHS, and as such provides an excellent opportunity for an ambitious, creative and well-organised teacher or middle leader to develop the role in line with the School's development plan. Working closely with the Head and Deputy Heads, the Assistant Head Academic Development is primarily responsible for:

- Strategic development of the Senior School's SEND, EAL and More Able provision.
- Leadership of the Senior School's Academic Scholars' Programme.
- As a member of the Senior School Leadership Team, contribution to the overall strategic leadership of the Senior School.

The post-holder will be responsible to the Deputy Head Academic.

Alongside these responsibilities, the Assistant Head Academic Development is a central figure in the Senior School Leadership Team. The successful applicant will therefore have the professional experience and academic standing to dynamically lead and manage staff, at the same time being an inspirational and motivational classroom practitioner.

The Assistant Head Academic Development will teach approximately 50% of a standard teaching timetable to accommodate the administrative and leadership elements of their role.

The information in this Job Description and Person Specification reflects the core activities of the role and is subject to change as the leadership teams and post-holder develop. The School expects that the post-holder will recognise this and adopt a flexible approach to work. In addition, the post-holder will be expected to undertake other duties within the scope of the role, as may be required by the Head.

This is a full-time, permanent position, with an expected start date in April 2020, although a September 2020 start date will be considered for the right candidate.

## Responsibilities

In addition to fulfilling the requirements of a teacher within the School (including involvement in our extensive co-curricular programme), the principal responsibilities of the post are as follows:

### **'Challenge for All' Provision**

- Raise the achievement for all pupils, including those with special educational needs and disabilities (SEND) and English as an Additional Language (EAL) and those who are identified as gifted, more able and/or talented in one or more academic or co-curricular area.
- Work with the Deputy Head Academic and Heads of Departments to develop a 'Challenge for All' strategy that ensures effective stretch and challenge provision for pupils of all abilities through the academic curriculum and co-curriculum.
- Further develop and refine, alongside the Head of Learning Support (SENCO), the:
  - processes for identification and testing of pupils with potential SEND and EAL;
  - support systems for pupils with SEND and EAL.

## **STAHS Scholarship Programme**

### **Academic Scholarships:**

- Take responsibility for the Academic Scholars' Programme.
- Develop robust procedures for the awarding of academic scholarships, including effective assessment processes for all Academic Scholarship assessment points (Year 7, Year 10 and Year 12).
- Develop the Scholarship Programme to ensure a robust and exciting programme of academic development, independent research and supra-curricular enrichment exists for each of the three Scholars groups (Years 7-9, Years 10-11 and Years 12-13). Oversee at least one of these areas (most likely the Sixth Form Scholars), and supervise the oversight of the other areas.
- Develop processes to track and monitor progress of Academic Scholars and systems for evaluation of their ongoing suitability for holding the award.
- Communicate regularly with relevant staff, pupils and parents on the progress of each scholar.

### **Co-curricular Scholarships:**

- Work closely with the Director of Sport, Director of Drama, Head of Art, Head of DT and Director of Music to:
  - Ensure robust procedures for the awarding of co-curricular scholarships, including effective assessment processes.
  - Develop the Co-curricular Scholarship Programme to ensure parity between the specialisms and the Academic Scholarship Programme.
  - Ensure effective tracking and monitoring of progress and oversight of systems for evaluation of pupils' ongoing suitability for holding the award.
  - Communicate regularly with relevant staff, pupils and parents on the progress of each scholar.

Be a scholarly role model for pupils and staff.

## **Other Responsibilities**

- Line management of staff as required;
- Devise training to ensure that staff are sufficiently trained in SEND, EAL and Challenge for All at the School;
- Support the Heads of Department and other staff with their annual Development Plans where they relate to any of the above roles;
- Support the Deputy Head Academic in the development and review of any related policies
- Take a full and active part in the Senior School Leadership Team meetings and monitoring and development of the SSLT Development Plan;
- Support and attend school activities and events.

## Person Specification

Qualifications and Experience	<ul style="list-style-type: none"> <li>• A good degree in the field or related field to teaching subject specialism</li> <li>• PGCE or equivalent desirable</li> <li>• Relevant post-graduate qualification</li> <li>• Experience as a successful manager or leader in a school environment (likely in a Head of Department or similar role)</li> <li>• Experience in a whole-school leadership role desirable</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Experience of building successful relationships with parents, pupils and staff</li> <li>• Clear understanding of, and a desire to achieve, excellence in all areas of academic activity, within and outside the timetable</li> <li>• Demonstrable excellence in teaching</li> <li>• Experience of subject teaching to A Level</li> <li>• Clear understanding of the independent school sector, and its opportunities and challenges desirable</li> <li>• Experience of timetabling (departmental or whole-school) desirable</li> <li>• Experience teaching highly able pupils, providing ample opportunities for stretch and challenge desirable</li> <li>• Inspiring and collaborative leadership and/or management</li> <li>• Ability to build and lead a strong and committed team</li> <li>• Ability to promote good working relationships across departments</li> <li>• Ability and willingness to have difficult conversations</li> <li>• Ability to maintain confidentiality</li> <li>• Ability to analyse data and adapt to new IT systems</li> <li>• Excellent skills in verbal communication in public and private contexts</li> <li>• Effective style of written communication</li> <li>• Familiarity with school management information systems (SIMS or other) desirable</li> <li>• Familiarity with timetabling software desirable</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• A strong moral compass and personal ethos fitting with that of the School</li> <li>• High level of personal and professional integrity</li> <li>• Resilience and emotional intelligence</li> <li>• Warmth and approachability</li> <li>• Curiosity, determination and enthusiasm</li> <li>• A commitment to personal development, maintained through self-guided reading and research</li> <li>• A willingness to attend and participate in national and international courses and conferences, as appropriate to the role</li> </ul>
Philosophy and Ethos	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of pupils</li> <li>• Commitment to the ethos of the School and support for the School's mission, vision and values</li> <li>• Strong support for the strategic direction of the school</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Be a good role model</li> </ul>

## The Package

Salary:	Competitive
Pension:	Teachers' Pension Scheme (TPA)
Benefits:	Tuition fee remission*
	Free lunch and beverages during term time
	Free staff social events
	Annual flu immunisation
	Use of School leisure facilities including gym and pool*

*\* Conditions Apply*

## Application and Recruitment Process

### General

The High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

STAHS recruits staff that understand and share our commitment to safeguarding and the provision of a happy, nurturing and supportive environment for all members of our community. We act to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equalities Act 2010.

All questions regarding the STAHS Application Form and recruitment process must be directed to the School's Human Resources Department on [recruitment@stahs.org.uk](mailto:recruitment@stahs.org.uk).

### Application Form

Applications will only be accepted from candidates completing the STAHS Application Form in full. CVs will not be accepted in substitution for completed Application Forms. Application Forms can be completed electronically or in hardcopy. If completed in hardcopy, they should be emailed or posted to the school for the attention of the Human Resources Department.

As jobs within the School involve substantial opportunity for access to children, it is important that you provide true and accurate information on the Application Form. Upfront disclosure of a criminal record may not debar you from appointment as we will consider the nature of the offence, how long ago and at what age it was committed, as well as any other relevant factors.

Please submit information in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head or the Bursar. If you would like to discuss this beforehand, please telephone in confidence to the Head or the Bursar for advice. Please disclose any unspent convictions, cautions, reprimands or warnings.

Note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the post. Additionally, successful applicants should be aware that they are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

STAHS takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect their suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. They must also notify the School immediately if they are living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head of Bursar for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

STAHS has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues.

Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. Where you have no previous employment history, we may request character references which may include references from your school or university.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.



## **Invitation to Interview**

Applicants will be short-listed according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which their relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least two people chaired by a member of Senior Staff. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Head or Bursar as to whether or not an interviewer should therefore withdraw from the panel.

Should the Head or Bursar have a conflict of interest, the non-conflicted party shall decide whether the conflicted party should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc).

Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by you from the awarding body.

All candidates invited to interview must also bring with them:

- A current driving licence including a photograph and paper counterpart or a passport or a full birth certificate;
- A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- Where appropriate any documentation evidencing a change of name;
- Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

## **Conditional Offer of Appointment: Pre-Appointment Checks**

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State;

5. For a candidate who has lived or worked outside the UK a check using the NCTL Teacher Services' System that a candidate is not subject to any teacher sanction or restriction;
6. Verification of professional qualifications;
7. Verification of successful completion of a statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999) where relevant;
8. Where the successful candidate has worked or been resident overseas, such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered;
9. Satisfactory medical fitness;
10. Receipt of a signed Staff Suitability Declaration form showing that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009; and
11. If you are undertaking a leadership role, evidence that you have not been prohibited from participating in the management of independent schools.

It is the School's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School.

STAHS is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

## **References**

We will seek the references referred to above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.

If you do not wish us to take up references in advance of the interview, please notify us at the time of submitting your application.

All referees will be asked if the candidate is suitable to work with children.

The School will compare any information provided by the referee with that provided by the candidate on the application form.

Any inconsistencies will be discussed with the candidate.

## **Criminal Records Policy**

The School will refer to the Department for Education document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request.

## **Retention and Security of Records**

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.