



STRATFORD GIRLS'  
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## **Head of Psychology**

**MPS/UPS with TLR2a, Part-time (0.8fte – full-time)**

# Where Excellence Meets Opportunity

## Welcome to Stratford Girls' Grammar School

At Stratford Girls' Grammar School, academic achievement goes hand in hand with a warm, inclusive community and a shared commitment to shaping futures. We are more than a school - we are a place where talented teachers thrive, innovate, and make a lasting impact.

## Why SGGs?

We are a highly successful selective academy for students aged 11–18, with 853 learners who bring energy, curiosity, and ambition to every lesson. Our diverse intake from south Coventry, Banbury, Solihull, and Pershore creates a vibrant learning environment that celebrates individuality and fosters collaboration.

## Outstanding in every sense

Our reputation speaks for itself. Ofsted judged us Outstanding in November 2022, recognising not only our exceptional academic standards but also the personal development and wellbeing of our students. Results are consistently impressive:

GCSE:	86% grades 9–7
A-level:	82% grades A*–B
Progress 8:	+1.07

Our students progress to the most competitive destinations, including Oxbridge, degree-level apprenticeships, and careers in Medicine, Dentistry, and Veterinary Science. All of which are testament to the quality of teaching and support they receive.

## A school that invests in you

We believe great teaching flourishes in the right environment. That's why we continually invest in our facilities and digital infrastructure:

- £3.5m Hargreaves building with sports hall, fitness suite, drama studio, and three classrooms
- £1.5m extension with four new classrooms and a modern library
- Refurbished science labs and upgraded historic Manor House
- A forward-thinking Digital Strategy with one-to-one devices, interactive screens, and Microsoft 365 integration to streamline teaching and reduce administration.

## A beautiful place to work

Our campus, centred around the fifteenth-century Shottery Manor, offers a unique blend of heritage and modernity. Located just minutes from Stratford-upon-Avon, you'll enjoy a peaceful setting with easy access to transport links and cultural attractions.

## A Culture of Support and Growth

At SGGs, you'll join a team that values collaboration, creativity, and professional development. Our pastoral care is exceptional, our parents are highly supportive (97% would recommend us), and our Governing Body is engaged and forward-looking. Whether you're early in your career or an experienced teacher, you'll find opportunities to grow, innovate, and inspire.

## Introducing our department

Dear Colleague

Thank you for your interest in the position of Head of Psychology at Stratford Girls' Grammar School. This is an exciting opportunity to lead a thriving department within one of the country's most successful grammar schools.

Our Psychology department is one of the most popular at Sixth Form, with consistently high recruitment numbers reflecting the subject's appeal and the quality of teaching delivered here. This year alone, over seventy students opted for A-level Psychology, making it one of our flagship courses. Such demand speaks volumes about the enthusiasm of our learners and the reputation of our staff.

SGGS students achieve exceptional results year after year. In 2025, 54% of A-level grades were A\*/A and 82% were A\*-B, placing our Sixth Form among the best nationally. Psychology is no exception. With 84% of grades at A\*/B and 52% at A\*/A, Psychology A-level students regularly secure top grades and progress to prestigious universities to study psychology and related disciplines. These achievements are a testament to our commitment to academic excellence and innovative teaching.

Our students are bright, motivated, and eager to learn. They bring curiosity and energy to the classroom, making SGGS a truly rewarding environment for any teacher. As Head of Psychology, you will have the privilege of shaping students' understanding of the discipline, fostering not only critical thinking and research skills but also an appreciation for teamwork and shared discovery.

In return, you will join a collaborative and supportive staff team, benefit from professional development opportunities, and work in a school that values innovation and excellence.

If you share our vision and want to lead a department where high achievement meets high aspiration, we would love to hear from you.

We look forward to welcoming a new Head of Psychology who will continue to build on the department's successes and inspire the next generation.

Yours sincerely

Jacqui Cornell  
Headteacher

Sarah Whorlow  
Head of Psychology

## The Role

We are seeking an inspirational Psychology teacher to join us from 1<sup>st</sup> September 2026. This role is available due to the retirement of the current postholder after twenty-four years at the school.

The successful candidate will:

- Be able to lead, manage and teach Psychology at A-level.
- Be keen to develop professionally and grow as a leader and teacher.
- Share their enjoyment of the subject through a range of engaging teaching strategies and a collaborative approach to continuous professional development.
- Be an outstanding classroom practitioner who motivates and challenges students of all aptitudes in a high ability cohort.
- Be willing to contribute to extra-curricular activities that enrich students' experience of Psychology or the wider school offer.

You will be supported with a comprehensive induction and handover, ensuring a smooth transition into the role. While this is a sole-teacher post, you will be part of the wider Humanities team and benefit from shared resources, collaborative planning, and a strong culture of professional support.

We welcome applications from experienced teachers as well as those early in their career or returning to teaching. The school would consider applications from those seeking a full-time position with the ability to teach Maths or Computing.

What matters most is your passion for Psychology and your commitment to inspiring students.

## The Application Process

Those who wish to apply can do so by following the link on the school's website via [MyNewTerm](#).

Please complete the application form online. A written statement in support of your application will be accepted, but CVs are not considered.

Betts, PA to the Headteacher, on 01789 293759 or at [HeadsPA@sggs.org.uk](mailto:HeadsPA@sggs.org.uk).

Application deadline: **Tuesday 6<sup>th</sup> January 2026 at noon.**

Interviews will be held: **Tuesday 20<sup>th</sup> January 2026**

## The Interview

Detailed arrangements will be sent to those invited for interview. The process may include:

- Meetings and discussions with the Headteacher, Business Manager, and other key staff
- A tour of the school and site with student leaders
- Individual interviews with panels, which may include students and/or staff.
- Practical lesson observation
- Teaching and learning planning or assessment task
- A formal panel interview

All candidates will be assessed against the criteria in the job description and person specification. Safeguarding will be a key part of the interview process, including discussion of recent training and any relevant disclosures.

## **Staff Dress Code**

All staff are expected to wear smart clothing that:

- Promotes a positive and professional image.
- Is appropriate to their role.
- Is not offensive, revealing, or overly casual.
- Is free from political or contentious slogans.
- Meets professional standards.

Male teaching staff are expected to wear a jacket and collared shirt; female teaching staff should wear equivalently smart attire with a jacket. Ties are optional.

## **Safeguarding**

The personal safety, emotional well-being, and social development of students at SGGS is at the heart of our ethos. All staff are regularly trained and expected to adopt a vigilant, professionally curious approach to safeguarding.

In line with KCSIE 2025, we will conduct online searches on all shortlisted candidates. This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

## **Privacy Notice**

Information about how we manage your data can be found on our website.

# Person Specification: Head of Psychology

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good honours degree in Psychology or a closely related discipline with a recognised teaching qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Has other qualifications or academic experience indicating a breadth of interests</li> <li>• Evidence of further professional development or postgraduate study in Psychology or education</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven record as a successful teacher of Psychology at A-level</li> <li>• Experience of leading or contributing to departmental improvement, curriculum development, and self-evaluation.</li> <li>• Experience of using data analysis and progress tracking to drive student achievement.</li> <li>• Successful pastoral experience with 11-18 year old students</li> <li>• Experience of developing subject-specific enrichment activities for Sixth Form students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting and mentoring colleagues or leading a team</li> <li>• Has experience of working with very able students, e.g. in selective schools.</li> <li>• Has experience of working with sixth form students towards post 18 pathways.</li> <li>• Working on cross-curricular and/or industry projects</li> </ul>
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Good working knowledge of A-level Psychology specification</li> <li>• Ability to design and implement challenging and supportive schemes of work and assessment for all A-level students, including the disadvantaged.</li> <li>• Up-to-date knowledge of current educational developments, including those relevant to Psychology and Sixth Form teaching.</li> <li>• Understanding of safeguarding, child protection, and relevant legislation.</li> <li>• Proficiency with Microsoft 365, Teams, and digital tools to enhance teaching and learning.</li> <li>• Familiarity with strategies to develop critical thinking, research skills, and academic writing at A-level.</li> <li>• Experience of developing teaching and learning strategies for Year 7-13 students in a school environment.</li> <li>• Familiarity with developing oracy skills, challenge, and metacognitive strategies</li> <li>• Has knowledge of relevant Health and Safety requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of <a href="#">OCR A-level</a> specification</li> <li>• Has sound knowledge of current national educational developments and initiatives.</li> <li>• Working knowledge of Bromcom MIS</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Inspirational classroom practitioner who motivates and challenges all students, including the disadvantaged within a high ability cohort.</li> <li>• Excellent interpersonal and communication skills to relate to staff, students, and parents, and to lead a department.</li> <li>• Ability to foster a culture of academic enquiry, resilience, and excellence.</li> <li>• Strong organisational and time management skills.</li> <li>• Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities.</li> <li>• Respects and values the different experiences, ideas, and backgrounds that others can bring to work and to teams.</li> <li>• Works collaboratively and supportively with colleagues both within the organisation and in other organisations.</li> </ul>	

- Has good ICT skills
  - Is able to work well under pressure and maintain a sense of perspective with a good sense of humour
  - Is committed to continual personal and professional development, is reflective and learns from past experience.
  - Shows personal integrity.
  - Displays commitment to the protection and safeguarding of children and young people.
  - Is willing to work within organisational procedures and to meet the required standards for the role
- Special Requirements**
- Committed to selective education
  - Committed to single-sex girls' education.
  - Committed to maintaining the unique and caring ethos of the school

## Job Description (1): Subject Leader TLR2a

**Job purpose:** Provide professional leadership and management of a subject area in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

**TLR:** 2a

**Reporting to:** Assistant Headteacher: Teaching and Learning

**Responsible for:** All teachers of the subject

<b>Strategic leadership and accountability</b>	<ul style="list-style-type: none"> <li>• Be accountable for leading, managing and developing the subject area</li> <li>• Be accountable for all student progress in the subject(s)</li> <li>• Be accountable for the quality of teaching and learning in the subject(s)</li> <li>• Be accountable for SMSC and EDI within the subject</li> <li>• Implement relevant school improvement priorities and key subject/ national initiatives</li> <li>• Promote subject(s)</li> <li>• Represent subject(s) at internal and external meetings</li> <li>• Produce, implement and evaluate the DDP</li> <li>• Contribute to the production, implementation and evaluation of the SIDP</li> <li>• Contribute to the development of school policy/ies</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Understand statutory curriculum requirements</li> <li>• Understand and implement new initiatives as directed by SLT</li> <li>• Keep abreast of current issues: subject, national, pedagogy etc</li> </ul>
<b>Leading and managing teaching and student learning across the subject area</b>	<ul style="list-style-type: none"> <li>• Produce and evaluate the curriculum for all appropriate key stages</li> <li>• Quality assurance of teaching and learning</li> <li>• Ensure that students of all abilities are catered for</li> <li>• Co-ordinate and oversee the preparation of students for assessment eg internal exams, external exams at KS3, GCSE, A-level and Oxbridge, coursework</li> <li>• Liaise with Exams Officer for External Exam entries</li> <li>• Create an effective climate for learning within the subject area</li> <li>• Extra-curricular and cross-curricular</li> </ul>
<b>Monitoring student progress and the effectiveness of teaching and learning</b>	<ul style="list-style-type: none"> <li>• Monitor all student standards and achievement, including disadvantaged students and other groups in school, against targets and benchmarks</li> <li>• Data analysis and target setting</li> <li>• Quality assurance</li> </ul>
<b>Managing and developing staff and other adults</b>	<ul style="list-style-type: none"> <li>• Lead, develop and enhance the teaching practice of others</li> <li>• Staff deployment</li> <li>• Appraisal</li> <li>• Appoint/ induct/ mentor new staff</li> <li>• NQTs and PGCE students</li> <li>• Oversee support staff</li> </ul>
<b>Managing resources</b>	<ul style="list-style-type: none"> <li>• Resources – effective and efficient management/deployment/purchasing</li> <li>• Ensure a stimulating but safe working environment in which risks are regularly assessed</li> <li>• Area/display</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Quality control of reporting system</li> <li>• Liaise with parents/carers /HoHs/HOSF when concerns are raised</li> <li>• Primary liaison</li> <li>• Links with outside agencies to develop subject</li> </ul>

### Post-Threshold Expectations

In addition to the above and in accordance with post-threshold standards:

- to provide a role-model for teaching and learning



- to make a substantial and sustained contribution (specifically agreed through the Appraisal system) to the raising of student standards and to contribute effectively to the work of the wider school team and the whole school offer.

## Job Description (2): Class Teacher

**Job Purpose:** To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents/carers and governors; to have a working knowledge of i) the national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

**Reporting to:** SLT link

<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>• Demonstrate an active contribution to the policies and aspirations of the school.</li> <li>• Demonstrate that they are effective professionals who challenge and support all students to do their best through: <ul style="list-style-type: none"> <li>– inspiring trust and confidence;</li> <li>– building team commitment;</li> <li>– engaging and motivating students;</li> <li>– analytical thinking;</li> <li>– positive action to improve the quality of students' learning.</li> </ul> </li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Have a thorough and up to date knowledge and understanding of their specialist subject(s).</li> <li>• Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including national standards and other statutory requirements.</li> <li>• Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>• Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).</li> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities.</li> </ul>
<b>Planning &amp; setting expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrate consistent and effective planning of lessons and sequences of lessons to ensure all students learn effectively</li> <li>• Identify clear teaching objectives, content, and sequences and learning appropriate to the subject matter and the students being taught.</li> <li>• Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.</li> <li>• Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.</li> <li>• Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.</li> <li>• Make reasonable adjustments in practice to include students with a disability.</li> <li>• Take account of EDI to enrich the curriculum and raise achievement.</li> </ul>
<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school.</li> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual</li> </ul>

	curiosity, effective questioning and response, clear presentation and good use of resources.
<b>Student achievement</b>	<ul style="list-style-type: none"> <li>• Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.</li> <li>• Secure progress towards students' targets.</li> <li>• Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment to inform future teaching.</li> <li>• Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.</li> <li>• When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses.</li> <li>• Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.</li> </ul>
<b>Working with other adults</b>	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues including, where applicable, support staff.</li> <li>• Take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school.</li> <li>• Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.</li> </ul>
<b>Managing resources</b>	<ul style="list-style-type: none"> <li>• Select and make good use of textbooks, ICT including MS TEAMS, and other learning resources which enable teaching objectives to be met.</li> <li>• Ensure learning environment supports the promotion of the subject and student progress as appropriate.</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> <li>• Communicate and co-operate with specialists from outside agencies when appropriate.</li> </ul>
<b>Managing own performance &amp; development</b>	<ul style="list-style-type: none"> <li>• Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning.</li> <li>• Participate in the appraisal system for the appraisal of their own performance, or that of other teachers.</li> <li>• Take responsibility for implementing school policies and practices, including Health and Safety.</li> <li>• Support initiatives decided by the Headteacher and staff</li> <li>• Set a good example to the students they teach in their presentation and their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>

**This job description is in addition to the school teachers' pay and conditions document published annually by the DFES. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.**



## The Job Description (3): Tutor

**Job Purpose:** To be responsible for the pastoral care, guidance and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House and Head of Sixth Form.

**Reporting to:** Head of House and Head of Sixth Form

<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>Take responsibility for implementing school policies and practices, including those dealing with bullying</li> <li>Work to develop and maintain positive attitudes and confidence in student welfare and guidance</li> <li>Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to: <ul style="list-style-type: none"> <li>students' spiritual, moral, cultural, mental and physical development (SMSC)</li> <li>the preparation of students for the opportunities, responsibilities and experiences of adult life</li> <li>the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being</li> </ul> </li> </ul>
<b>Specific responsibilities</b>	<ul style="list-style-type: none"> <li>Tutorial: <ul style="list-style-type: none"> <li>work with the PSO to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including contacting parents if necessary) is notified to the Head of House/Sixth Form</li> <li>ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required</li> <li>celebrate individual or group achievements</li> </ul> </li> <li>Assemblies and tutorial: <ul style="list-style-type: none"> <li>role model positive well-being and practices in support of this</li> <li>be responsible for organising meaningful activities with the tutor group in tutorial, and assisting the group in the presentation of assemblies</li> <li>supervise the tutor group in whole school and other assemblies and in moving to the place of assembly</li> <li>check student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department</li> </ul> </li> <li>Conduct and appearance of students: <ul style="list-style-type: none"> <li>set the standards and monitor the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy</li> <li>use the rewards and sanctions in SIMS in line with this policy</li> <li>monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate</li> <li>set a good example to the students they teach in their presentation and their personal conduct</li> </ul> </li> <li>Care of the tutor group environment: <ul style="list-style-type: none"> <li>actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base</li> <li>ensure that tutor group noticeboards are maintained well</li> </ul> </li> </ul>
<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>Ensure effective delivery of tutorial activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of curriculum time.</li> <li>Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the school's Behaviour Policy.</li> </ul>
<b>Monitoring student progress</b>	<ul style="list-style-type: none"> <li>In line with the ARR calendar, monitor tutees' data and progress towards subject and review targets and support students in making progress towards their targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be responsible for sharing any sensitive or confidential information with the Head of House/Sixth Form and Headteacher as necessary and in keeping with all school safeguarding procedures.</li> <li>• Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports</li> <li>• Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> </ul>

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