

THE DEPARTMENT

The Psychology Department currently consists of two dedicated teachers who, as a team, enjoy exploring new ideas, producing and sharing resources and ensuring that pupils are given as many enriching opportunities as is possible. In recent years, pupils have enjoyed a 'Brain Day' with Guy Sutton, a 'Behind Bars' Forensic Psychology conference and Psychology 'Science' Conferences in London. In addition, all pupils have access to a dedicated Psychology website, which contains their lesson resources and extension materials, as well as up-to-date university, personal statement and career information. We aim to create an environment that encourages independence and inspires a lifelong love of learning Psychology.

The Department's uptake of pupils studying Psychology is very strong, always between two and three classes in each of Year 12 and Year 13. With these numbers, Psychology is one of the most popular A level subjects on offer at STAHS. We are particularly proud of the large proportion of our Year 13 pupils who have chosen to study Psychology at university, as well as the great numbers of Year 12 pupils who are already keen to pursue careers as Clinical, Forensic or Educational Psychologists. With these career paths in mind, we have chosen to study Schizophrenia, Forensic Psychology and Cognition and Development as our optional modules, as per the AQA A Level specification.

Beyond A level Psychology, we run a Sixth Form Stretch programme where we meet with pupils who are keen to study Psychology at degree level on a weekly basis. They are provided with challenges designed to improve the depth and breadth of their psychological knowledge, as well as ensuring that they are able to produce impressive personal statements that stand out from the crowd.

In addition, we run a series of co-curricular clubs including 'PsychFlix', where we watch and discuss psychology-based documentaries. We also host an annual film event for the whole of Year 11 around Christmas, where we have watched and discussed, for example, 'A Beautiful Mind' and 'The Truman Show'. The aim is to help pupils lower down in the school with no knowledge or experiences of Psychology to better understand what this discipline involves, with the hope of sparking their enthusiasm to study Psychology at A level, as well as ensuring that they are able to make an informed choice when the time comes.

THE ROLE

The Teacher of Psychology will report to the Head of Psychology.

The postholder will be an outstanding classroom teacher who will play a key role in the academic life of STAHS and will contribute to the STAHS vision of 'Teach to 25'. They will be passionate about Psychology and will be able to design creative and engaging lessons to deliver the curriculum across Years 12 and 13. Teachers at STAHS are experts in their field and the postholder will be expected to stretch our highly able pupils and to support them in their applications to study Psychology-related courses at university and other post-18 routes.

All STAHS teachers are required to take a form tutor role and the postholder will also contribute to the co-curricular life of the school.

This is a permanent position. The start date for this position is September 2026.

This position involves contact with children and will amount to regulated activity as defined by Keeping Children Safe In Education (KCSIE) for safeguarding children and safer recruitment.



RESPONSIBILITIES

All teachers are appointed by the Head and are expected to:

- Contribute to the vision of Teach to 25: preparing students to thrive beyond their time at STAHS, whilst ensuring high outcomes in exams.
- Plan and prepare relevant material to teach classes allocated to them, according to departmental policies.
- Keep a record of their teaching and monitor and reflect on the effectiveness in meeting the teaching objectives.
- Set and mark pupils' work regularly and appropriately for the subject taught; record marks, monitor and assess progress and write reports as required.
- Maintain good order and discipline among pupils, safeguard their health and safety at all times when they are the responsibility of the school.
- Participate in the arrangements for preparing and assessing pupil's work, including for public examinations.
- Work positively and co-operatively as a member of a team to include liaising and working with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses.
- Share in pastoral responsibility for all pupils in school and especially for those in their tutor or teaching groups, liaising where appropriate with pastoral staff.
- As a form tutor, adhere to the expectations within the Form Tutor Handbook. In particular, be the first line of support for your tutees in school.
- Contribute to the delivery of the PSHE ('Skills for Life') programme.
- Contribute to the school's co-curriculum and super-curriculum.
- Proactively take part in professional development and training, including knowledge of relevant research in education.
- Participate fully in the School's performance management ('Performance Development') programme.
- Share in supervisory and general duties; uphold good standards of behaviour and punctuality among pupils.
- Cover lessons when required.
- Attend staff meetings and participate in working groups as required.
- Attend assemblies and as often as is reasonable other school functions, playing an active part in wider aspects of school life including extra-curricular activities.
- Attend Parents' Evenings.
- Adhere to school policies and promote the school's vision, values and aims.

In addition to the above, the post holder will carry out any other professional duties as reasonably required by the Head.

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.

PERSON SPECIFICATION

STAHS is a vibrant school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni. It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities.

The successful candidate will be required to fulfil all the duties, as outlined in the job description. In addition to this, the candidate should possess the following competencies:

QUALIFICATIONS & EXPERIENCE	<ul style="list-style-type: none">• Experience as an excellent classroom teacher.• Good, relevant degree-level qualification.• Post-graduate professional qualification e.g. PGCE.• Strong level of scholarship in Psychology.• Experience as a form tutor is desirable.
SKILLS & QUALITIES	<ul style="list-style-type: none">• Passion for Psychology, and for Psychology education and extensive knowledge of the current educational landscape.• Excellent subject knowledge and knowledge of up-to-date resources and pedagogical approaches.• Reflective practitioner with evidence of continued professional development and a recognition that we can all improve.• Strong communication and interpersonal skills.• Ability to communicate and work effectively with pupils, parents and colleagues of all levels in the school.• Ability to motivate and manage pupils by getting to know each pupil individually.• ICT literate and an effective user of technology in teaching and administration.• Excellent time management and organisational skills.• Team player.• Ability to think creatively and lead new initiatives.• Adaptable and flexible to accommodate changes in work priorities.• Understand and respect the principles of confidentiality.• High professional standards of yourself and pupils.• Contribute positively to the overall ethos, vision, values and aims of the school.
SAFEGUARDING	<ul style="list-style-type: none">• A commitment to safeguarding and promoting the welfare of children and young people and to follow the child protection procedures detailed in the school's safeguarding policy.• Ability to form and maintain appropriate relationships and personal boundaries with children.