



Higher Level Teaching
Assistant
SEND

MAKE A PROFOUND IMPACT

Habs

HABERDASHERS'
GIRLS' SCHOOL



Welcome *from*

Hazel Bagworth-Mann, Headmistress, Habs Girls

I feel very lucky to lead Habs Girls and it is a true joy to be surrounded by inspiring colleagues and incredibly bright students.

We are an academically ambitious and inspirational school, which values the importance of developing the whole child to make a meaningful difference in the world. With our strong pastoral care, broad curriculum and our outstanding range of co-curricular and partnership opportunities, life at Habs Girls is fun, exciting and intellectually challenging. Alongside our outstanding results, we help our students prepare intellectually, emotionally, socially and technologically so they are ready to carve out the futures they want.

In our most recent ISI inspection, Habs Girls is described as a school in which pupils have a genuine joy of learning and

flourish academically, and a strong sense of belonging in a place where pupils develop empathy and understanding of the views of others and where they have access to a plethora of clubs, societies and other activities.

This captures so well what it means to be part of Habs Girls, and it reflects the experience of every student, from our youngest in Reception through to those who will soon leave us for a world beyond Habs in the Sixth Form, equipped with the ambition, curiosity and courage to make a profound impact in the world.

Enjoy reading this application pack, I hope you too will see the magic of Habs.



HAZEL BAGWORTH-MANN
HEADMISTRESS

Hear more from our Heads [here](#)

Gus Lock, Executive Principal, Habs Elstree

Haberdashers' Elstree Schools (comprises of Haberdashers' Girls' School and Haberdashers' Boys' School) are home to over 2600 students and over 400 staff on one co-educational 100-acre campus.

Our scale creates exciting opportunities, bringing together the expertise of our two schools, alongside our reputation for outstanding academic results, we are leading the way to help lead and shape the educational conversation, locally, nationally and globally, with children always at the centre.

We are Habs because of our students and staff, our campus location and our desire for progress. Our roots lie firmly in our philanthropic founding principles and, with our deep sense of purpose in our community.

We are driven always by our purpose to empower young people to have a profound impact in the world, all underpinned by our four values: ambition, curiosity, courage and community.

We are always looking for like-minded people to join our team who want to make a meaningful difference to the world and support us to deliver our vision to be at the forefront of education.

We look forward to receiving your application.



GUS LOCK
EXECUTIVE PRINCIPAL

Habs is the 2025 *Independent* School of the Year

Haberdashers' Elstree Schools has won awards for Outstanding Educational Partnerships AND the overall top accolade of Independent School of the Year 2025, recognising its long-term commitment to social impact through deep, sustained collaborations with state sector partners.

"This year's Independent School of the Year has demonstrated its resilience in staying true to its vision, rather than swerving the challenges of the moment," said the judging panel.

"It represents the very best qualities of the independent sector—a voice that helps the wider world to understand the powerful and positive impact of this sector."



In a landmark evening for the school, Habs was also awarded the overall top award title of Independent School of the Year 2025.

The annual awards celebrate excellence across the UK's independent education sector, and this year, Habs stood out from a strong field of national winners to take the overall top honour —awarded to the school that most clearly embodies the best of independent education today.

A VISION FOR IMPACT

Habs traces its heritage back many centuries, within the context of the Haberdashers' Livery Company, to a philanthropic vision intended to provide education and opportunity to the least privileged in society.

At the heart of Habs Elstree's success is a clearly defined purpose: to empower young people to have a profound impact in the world.

The Habs Partnerships Programme is formed of strong and mutually beneficial partnerships between the Haberdashers' Elstree Schools and six local state partner schools (Cowley Hill Primary School, Borehamwood; Fairfield Junior School, Radlett; Hertswood Academy, Borehamwood; Meryfield Primary School, Borehamwood; Monksmead Primary School, Borehamwood and London Academy School, Edgware) aimed to build educational opportunities for our local community centred around the WD6 postcode.

The partner schools all serve communities with average or above-average levels of disadvantage, and face persistent challenges in educational attainment, access to specialist subjects, and extracurricular enrichment opportunities.

Through its pioneering partnerships programme Habs delivers over 52 hours of curriculum support and enrichment every week with almost 2000 students benefitting from an average of 12 hours of sessions each. This involves over 500 Habs students in Years 10 to 13 who are specially trained to lead and support sessions, fostering leadership, communication and adaptability and 56 Habs staff members contribute weekly, supporting curriculum alignment and ensuring quality provision.

DEMONSTRABLE IMPACT

The work in partnership has raised average school attendance among disadvantaged pupils – i.e. not just attendance at partnerships sessions, but at school overall – by 10.1%, equivalent to a full extra day of school every two weeks. Raising attendance is one of the key challenges for state schools; it is now clear that a regular programme of partnerships work is a powerful tool for tackling this challenge, given that attendance is the most powerful predictor of school outcomes for young people.

“In a highly competitive field, the judges were impressed by our brilliant programme in which our students and staff work together for mutual enrichment with partner schools, making a tangible impact, including helping to improve student attendance in our partner schools. I cannot put into words how proud I am of our schools, staff, students and community. Everyone at Habs works incredibly hard, and at a tough time for the sector and our schools, but your commitment to one another, to our schools, and to the idea that our work can genuinely change lives and will help our brilliant pupils to make a meaningful difference to the world, is inspiring. Thank you, from the bottom of my heart, for all that you do for our students, our colleagues and our community.” said **Mr Gus Lock, Executive Principal of Habs Elstree Schools.**

Mr Joshua Plotkin, Director of Partnerships at Habs, added: “As part of a programme which trains, guides and supports them, we put our students into the wider world and enable them to have a profound impact.”

RECOGNITION OF PURPOSE

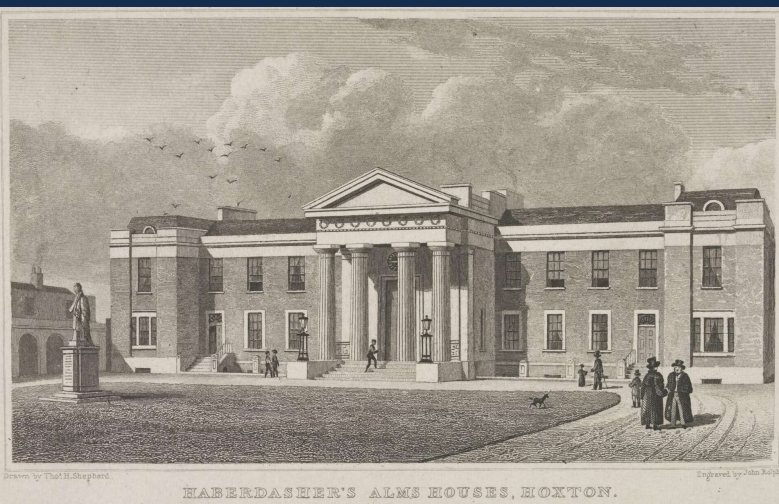
These awards are not just a celebration of academic excellence —they recognise a school actively using its resources, people, and purpose to drive social mobility and create a positive legacy beyond its campus.

The double win signals national recognition for Habs' distinctive approach to education: one that fuses ambition with action, excellence with empathy, and leadership with service.

Our history and governance

Robert Aske was a merchant and Master Haberdasher. On his death, he bequeathed today's equivalent of over £8 million to the *Haberdashers Livery Company*, to build almshouses for poor members of the company and *set up a school for 20 of their sons*.

The Aske Charity was set up and Habs Boys, known as Aske's Hospital, opened in 1690. The Schools Inquiry Commission encouraged increasing provision for girls' education in Britain so Habs Girls was established alongside Habs Boys in 1875.



Haberdashers' Elstree Schools (Habs Girls and Habs Boys) are situated in Elstree, Hertfordshire, 13 miles from central London.

Two leading single-sex schools, educating over 2600 students, aged 4 to 18, on one stunning co-educational 100-acre campus. Both schools enjoy an enviable reputation for academic excellence and outstanding outcomes (ranking in the top 20 independent schools in the country).

Governance

The Schools are part of the Haberdashers' Company and, as such, form part of a wider family of schools. The Haberdashers' family of schools includes 19 schools, ranging from brand new, state academies to a centuries' old independent boarding school, in four devolved groups (Haberdashers' Academy Trust South, Haberdashers' West Midlands Academy Trust, Haberdashers' Elstree Schools and Haberdashers' Monmouth Schools), educating children at primary and secondary ages.



There is active sharing of best practice between all four main 'hubs', and the Company is a recognised voice on the national educational stage. The Haberdashers' Company is highly engaged in the work of the Elstree Schools, including; deputations, the provision of Governors and charitable funding, and cross-hub events in music, sport and other co-curricular activities. There is ongoing work to deliver *The Haberdashers' Advantage programme*, leveraging the enormous Haberdashers' community across all the Schools to benefit students with mentoring, admissions advice, charitable support, character development opportunities and cross-hub experiences.

Habs Girls is led by the Headmistress, Dr Hazel Bagworth-Mann. The Schools are jointly governed, and overseen by an Executive Principal, Gus Lock, and the Habs Executive Group (the EP, Heads and CFO, and other senior staff by invitation). All Professional Services functions are centralised and the schools share a joint timetable which has facilitated co-educational teaching in the Sixth Form.

The schools contain experts in both boys' and girls' education, as well as many who have worked extensively in co-educational schools. Both Heads have worked in single-sex schools for most of their careers and understand the importance of both single-sex education and providing equity for girls' education. We believe this complements co-education and collaboration very well.

Our strategy



Read our Profound Impact strategy in full [here](#)

Habs Girls and Habs Boys share *a joint vision, purpose and set of values*, as well as a completely joint strategic plan.

We are the only school in the area where two single-sex schools are located on one campus together. This offers the best of both worlds for our students; tailored teaching and pastoral care to suit the differing needs of boys and girls from the age of 4 to 16, moving to our unique Sixth Form, offering co-educational A Levels with tailored single-sex pastoral care and leadership opportunities.

Additionally, all students from Reception have regular opportunities to collaborate with their sibling school.

Our 2030 vision is to be at the *forefront* of education.

Being at the forefront of education does not mean simply doing well at delivering the ordinary. It means striving to be *extraordinary*.

Our curriculum is ambitious and innovative. We are preparing our students for futures that are not yet imagined. Creative and critical thinking, problem-solving, deep understanding and an ability to collaborate effectively will be essential to success, not just in work, but in life.

But for us, being at the forefront of education means that students serve more than their own interests. We offer an outstanding education that is fun, exciting and intellectually challenging; developing independence, resilience and a moral compass to create positive change. We are driven always by our purpose to inspire young people to have a profound impact in the world, and are enormously proud of our students, staff, and school communities.

Our values

Our values are what we hold dear as a school, the core beliefs that we stand for.

They help drive all our *decisions and actions*.



Watch our Feeding Curiosity Girl's Junior film [here](#)



Watch our Profound Impact Girls' Senior film [here](#)

We have four values that underpin our schools; *Ambition, Curiosity, Courage and Community*.

Ambition

We are bold and ambitious – for ourselves, but also for others and for the world.

This is underpinned by our altruistic and philanthropic foundation, which drives our values and behaviours. We expect everyone to give their best, to stretch boundaries, and to challenge the status quo. We believe that ambition can be limitless. When combined with courage, curiosity and community, ambition can be a selfless and powerful lever for change.

Curiosity

We create and use every opportunity to engage with the world around us; we ask questions, challenge assumptions, and express our ideas.

Alongside our academic interests and skills, we also love to exercise our imaginations, creativity and spirituality. Our broad and carefully curated curriculum leads us into experiences of awe and wonder – bringing a sense of magic and excitement to learning.

Courage

Exploring beyond our comfort zones enables us to become more self-aware, adventurous, resilient and independent.

We aim high, following our dreams, but we cope well if we don't always succeed. We understand how to balance humility and boldness when speaking out on behalf of ourselves and others. And we are unflinching problem-solvers, continually seeking to change the world for the better.

Community

Habs is one caring, respectful community on one fabulous campus.

Our focus is on belonging and inclusivity: celebrating our differences, not in spite of our differences. Beyond our students and staff, this sense of collaborative togetherness extends to our families, alumni, partner schools, and even the world. We're helping to learn from and empower wider communities – locally, nationally and globally. We bring the world to our door, but we also step through that door into the wider world.

The current strategic priorities for attainment between 2025 and 2030 are:



Aim 1: Learning

We will provide the most exciting, challenging and innovative experiences – bringing a sense of magic and wonder to learning. We will prepare students intellectually, emotionally, socially and technologically to carve out the futures they want. They will become lifelong learners, capable of endlessly adapting to an ever-changing world.



Aim 2: Caring

Every student will be valued for who they are as a unique individual. They will know that Habs always offers kindness and encouragement and that we will proactively nurture and support them. We will also ensure that they understand the importance of protecting and developing their own wellbeing, spirituality and independence.



Aim 3: Exploring

The depth and breadth of our co-curricular programme will be unmatched, offering superb opportunities for each student to excel academically while also pursuing their personal interests and talents. Students will be capable of being both team players and leaders, developing their resilience, self-awareness and confidence they need to take risks and cope with the outcomes.



Aim 4: Partnerships

We will 'open our gates' and expand our horizons, engaging more deeply with a wider range of communities, institutions and individuals – locally, nationally and globally. This will deliver mutual opportunities for discovery, adventure and progress.



Aim 5: Talent

Our reputation will draw the brightest students to us. We will also become an inspirational, diverse and inclusive 'destination employer', attracting world-class teaching and professional services staff. We will retain this talent through excellent personal and professional development opportunities, a strong sense of belonging, and mutual support and respect.



Aim 6: Campus

We will be a responsible 'custodian' of our historic campus to create an outstanding learning and working environment for students and staff. We will reimagine education by being a responsible custodian of our campus; supporting and developing existing buildings and facilities; investing in state-of-the-art, environmentally sustainable facilities which can flawlessly support the delivery of our other aims.

Habs Girls

Founded in 1875, Haberdashers' Girls' School is a leading independent day school for highly ambitious and curious girls aged 4-18.

Academically *ranked 10th in The Times Parent Power Independent Girls' Schools* and amongst the highest-ranked schools in the UK.



Habs Girls comprises of: Habs Girls Junior School (Girls 4-11), the Senior School (Girls 11-16), the Sixth Form (Girls 16-18, in co-educational classes with Habs Boys), operating as a through-school.

Habs Girls educates around 1,250 girls (including 320 in the Junior School and 220 in the Sixth Form). Admission to the School is by selective assessment, and students enter at 4+, 7+, 11+ and 16+.

The School occupies 100 acres of beautiful country-side (shared with Habs Boys) in Elstree, 13 miles from central London. The school buildings are surrounded by wide-open spaces, playing fields, dense woodland, small lakes and streams.

The original school buildings date from 1974. More recent additions include a Forest School for the youngest students and state-of-the-art Science laboratories in the new STEM building, Performance Space, Sixth Form café, Dining Hall, Block B refurbishments and the outside Boulevard.

The School prides itself on its diverse community. It is supported by the largest school coach network in the country, used by 70% of students (and also staff), spanning span the majority of Hertfordshire and North London.

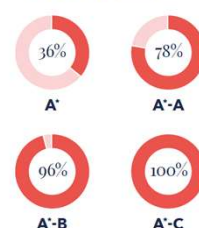
Our Headmistress, Dr Hazel Bagworth-Mann, has worked in a single-sex school environment for all of her career and understands the importance of both single-sex education and providing equity for girls' education.

The School's outstanding results at all levels reflect the hard work and commitment of its students and the staff who support them.

GCSE results



A Level results



Our students go on to study at leading British and American universities and medical schools, including Oxbridge, each year.

FIND OUT MORE

Senior School prospectus [here](#)
Sixth Form prospectus [here](#)
Our End of Term newsletter [here](#)

LIFE AT HABS GIRLS

is an adventure, a thrilling opportunity for discovery and progress. Our priority is the education of the whole person, amongst other bright, well-motivated students, taught by highly qualified, committed staff. In partnership with parents, we provide a challenging, positive, stimulating and secure community.

HABS STUDENTS

are bright, ambitious, globally curious and resilient, with a desire to improve themselves. Students are encouraged to create lasting positive change throughout their lives, for the benefit of themselves, our society and the environment. We are deeply committed to our relationship with the world beyond our gates.

We also know how important it is for them to develop their personal skills and attributes. Alongside our exciting curriculum, this is why we prioritise our outstanding range of co-curricular and partnership opportunities.

We equip our students with resilience, empathy, creativity and leadership – which is why the mark of a Habs education is a person who is kind, confident and inclusive, and who has a strong moral compass.

How we *care*

At Habs, we want our students to *flourish in all that they do*; therefore, we place great importance on the social and emotional health and wellbeing of every student.

Every member of staff in the School has a responsibility for the students' well-being, welfare and security, and there are many layers of care in place. Habs is a place where students can feel safe and happy, are known as individuals and have a strong sense of belonging within our diverse community. We do our very best to make sure every child enjoys personal and academic success. This means working closely with parents and guardians to provide any support each child needs.

A programme of PSHE (personal, social, health and economic education lessons) covers important issues of self-development and allows pupils to reflect on their responsibilities to each other and the wider community.

Our rewards system of House Points, Cornflowers and Excellence Book nominations encourages kind and considerate behaviour.

In the Senior School we have a pastoral team led by the Deputy Head (Pastoral) and Heads of Section, who work closely with Heads of Year, form tutors and the Healthcare Centre team of Nurses and School Counsellors. The provision of pastoral care is designed to help students take responsibility for themselves and others within the framework of a very diverse community.



Strong peer support is provided via older students in the Sixth Form. We have comprehensive pastoral, tutorial and guidance systems, which support the educational and personal development of the students.

All students are placed in one of six Houses, named after former Headmistresses of the school. Houses offer them opportunities to work within vertical groups across all year groups. Their aim is to promote resilience and fun, team spirit and competitive edge, and to offer new opportunities for leadership within the House structure.



How we *explore*

While students at Habs Girls are academic high-achievers, they also have an *extraordinary capacity for co-curricular interests.*

We have an outstanding range of co-curricular, trips and partnership opportunities where students develop character, independence, creativity, teamwork and the ability to communicate and motivate others.

Watch a short video from our music students [here](#).



The School offers a broad and stimulating co-curricular programme, enabling a wide range of artistic, cultural, outdoor and sporting opportunities for all its pupils. There are over 160 Clubs and Societies a week.

We have superb indoor and outdoor sports facilities, plus a wide range of indoor spaces for music rehearsals, workshops and performances including: the Sime Music Hall, housing music classrooms and Sime Hall, two drama studios, a purpose-built black-box studio for teaching and examination shows, 550-seat performance hall with extensive digital production facilities, a sports

hall, the senior gym, an indoor 25m swimming pool, a dance/aerobics studio, a fitness suite, seven outdoor netball courts, nine outdoor tennis courts and six lacrosse pitches.

Shared facilities across the campus include Lime Tree Studio – a state-of-the-art purpose-built drama studio and rehearsal space, an outdoor sprint track, grass track, two hockey pitches (astro surface), a climbing wall and a bouldering wall, outdoor cricket nets, the Indoor Solai Cricket Centre (including bowling machines and projector screen for video replays), an additional 25m swimming pool, an indoor sports hall, fitness suite and squash courts.

Certain times of the week are dedicated to particular activities. On Wednesday afternoons, Year 11 and Sixth Form students can choose from a wide range of mixed-age fitness and sports activities. On Friday afternoons, students from Year 10 to Year 13 can pursue a wide range of exciting courses, awards and activities including Combined Cadet Force (CCF), Arts Award, partnerships, CREST Award and robotics.

Students enjoy many volunteering and charitable initiatives and there is an annual programme of trips and visits.

FIND OUT MORE

Co-curricular booklet [here](#)
Trips and visits booklet [here](#)

Staff team

The School's staff is drawn from a large catchment area which includes North London, Hertfordshire, Buckinghamshire and Bedfordshire.

This strong community comprises of over 400 employed staff (teaching and non-teaching), alongside visiting music teachers, coaches and volunteers. Staff foster excellent relationships with the students and are committed to supporting the provision of co-curricular clubs, House activities, school trips and other events.

The School supports the continuing professional development of its staff. As well as external INSET courses, a full and varied programme is offered in-house. There is a well-established performance-related pay programme which is closely linked to the professional development programme. The School also supports staff in gaining relevant qualifications such as ISQAM, QTS, PhD, as resources allow.



All new staff attend an induction programme of 30-minute weekly meetings with the Assistant Head Academic offering practical sessions to ease the transition to new school. New staff are also assigned a staff buddy from outside their subject areas. The School has its own pay scale and, at the discretion of the Headmistress, salaries are above the National Pay Scale.

Senior Leadership Team

Headmistress
Deputy Head (Operations)
Deputy Head (Academic)
Deputy Head (Pastoral)
Assistant Head (Academic)
Assistant Head (Pastoral)
Director of Co-curricular
Head of Sixth Form
Head of Junior School

The *opportunity*

We are seeking an exceptional Higher Level Teaching Assistant specialising in SEND at Habs Girls.

Open to those seeking full-time or part-time opportunities.



The principal role of the Higher Level Teaching Assistant (HLTA) is to provide highly skilled support for students, teachers, and the School to raise learning standards for pupils with Special Educational Needs & Disabilities (SEND).

This is a senior support role requiring significant experience in working with pupils with a wide range of needs. The HLTA will play a central role in identifying barriers to learning, assisting with the internal diagnostic process, supporting the creation and delivery of Individual Needs Plans, and contributing to statutory processes such as Education, Health and Care Plans (EHCPs), annual reviews, and exam access arrangements.



The *role (duties and tasks)*

MAIN DUTIES:

- Work as a key member of the Individual Needs Team, providing expert learning support to SEND pupils across the School.
- Establish productive working relationships with pupils and teachers, acting as a role model and setting high expectations.
- Provide targeted support for identified pupils to enable them to access the curriculum and make progress against their targets, including literacy, numeracy, communication, and social and behavioural needs.
- Use knowledge and experience to support with initial assessments, assist with the diagnosis of needs, and work collaboratively with teachers and external professionals to ensure appropriate provision is in place
- Play a central role in the creation, implementation, and review of Individual Needs Plans, ensuring they are tailored to each pupil and monitored for impact.
- Contribute to the statutory SEND process by providing information for EHCP applications, participating in annual reviews, and liaising with parents, carers, and external agencies as appropriate.
- Support the coordination and administration of exam access arrangements, ensuring compliance with regulations and that pupils receive appropriate support.
- Deliver small group and one-to-one intervention sessions, adapting activities according to pupil responses and needs, and ensuring progress is monitored and reported.
- Develop and maintain a bank of high-quality resources to underpin support programmes.
- Maintain accurate and up-to-date records of support, providing clear links between classroom teachers and the Individual Needs Team.
- Write and contribute to pupil progress reports, liaising with relevant teachers and parents as appropriate.
- Communicate effectively and professionally with parents, carers, and external professionals concerned with pupil welfare, after consultation with relevant staff.
- Support wider departmental priorities, including conducting screening, collating assessment information, and providing staff with practical strategies to support SEND pupils in the classroom.
- Continuously review and improve existing systems and processes, identifying opportunities for greater efficiency through new technologies, improved practice, or alternative approaches.
- Developing close working partnerships with the parents of students with SEND.
- Advocating for students and helping them to advocate for themselves.



Experience, *skills and qualities*

Habs Girls values its staff. It expects the highest level of professionalism and knowledge of their specialist area, and an ability to communicate their passion to its students.

Staff should inspire trust and confidence, in students and colleagues alike, whilst creating a positive and stimulating learning environment.

Essential Criteria:

- Significant experience supporting children and young people with SEND across a range of needs.
- Experience contributing to the identification, assessment, and diagnosis of learning difficulties and additional needs.
- Proven ability to support the development, implementation, and monitoring of Individual Needs Plans.
- Experience of working with teachers, parents, and external professionals to support SEND pupils.
- Experience supporting or contributing to Education, Health and Care Plans
- (EHCPs), annual reviews, and associated documentation.
- Experience delivering targeted small group and one-to-one interventions.
- Experience in record-keeping, reporting, and monitoring pupil progress.
- HLTA status, Level 4 Teaching Assistant qualification, or equivalent relevant experience.
- Evidence of ongoing professional development in SEND.
- Strong literacy and numeracy skills (equivalent to GCSE grade C/4 or above).
- Ability to establish effective working relationships with pupils, colleagues, and parents.
- Ability to support with diagnostic processes and interpret screening/assessment results.



Experience, *skills and qualities*

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ESSENTIAL CRITERIA:

- Strong communication skills, both written and verbal, with the ability to produce accurate records and reports.
- Ability to adapt learning activities and resources for individuals and groups.
- Strong organisational skills and ability to manage time effectively.
- Capacity to work independently and as part of a team.
- High levels of patience, empathy, and resilience.
- A reflective and proactive approach to improving practice.
- Commitment to promoting equality, diversity, and inclusion.
- Flexible, reliable, and able to adapt to changing priorities.
- Commitment to ongoing professional development and to the ethos of the School.

DESIRABLE

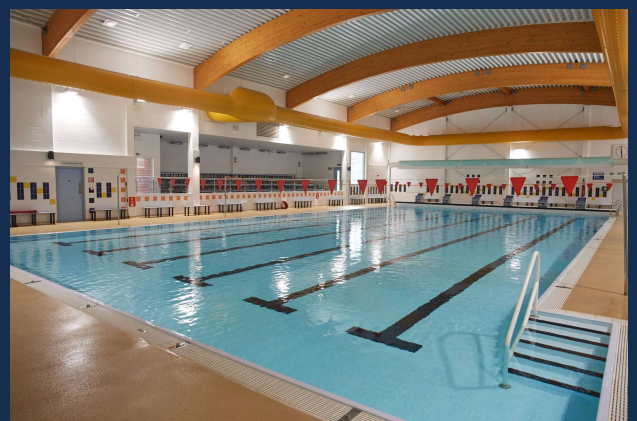
- Previous experience in an independent school or similar educational setting.
- Experience supporting exam access arrangements and familiarity with JCQ regulations.
- Training in specific SEND approaches/interventions (e.g. dyslexia, autism, ADHD, speech and language, social and emotional needs).
- Training in exam access arrangements (JCQ regulations).
- Confidence in training or mentoring colleagues on SEND strategies.
- Ability to use technology creatively to support learning and recordkeeping.
- Knowledge of assistive technologies and resources to support SEND pupils.
- Familiarity with current educational policy and guidance relating to SEND.

Remuneration

Habs Girls is one of the leading schools in the country and it recognises and rewards teaching excellence.

We offer *attractive salaries and pay progression* when compared with the wider education sector and, specifically, with the independent sector.

- A competitive salary, commensurate with the candidate's experience and the size of the School
- Approximately 17 weeks holiday per year
- Private Pension Scheme through Aegon offers four flexible options, each with generous employer contributions
- Additional life assurance cover
- Access to the Employee Assistance Programme (EAP), providing confidential support and advice
- Extensive professional development training opportunities
- Free lunch and refreshments
- Free onsite parking and access to travel on the schools extensive coach network
- Free access to state-of-the-art sports facilities including the gym, swimming pool, and fitness classes
- Wellbeing initiatives and programmes, such as yoga, mindfulness sessions, and health checks
- Access to an online GP service, providing quick and convenient healthcare advice
- Access to Vivup, the staff benefits platform, featuring discounts, financial advice, and wellbeing resources



Application *process*

Haberdashers' Girls' School is committed to safeguarding and promoting the welfare of children and young people. Successful candidates will be required to have an enhanced DBS record check.

Before you apply for this role please ensure that you have read our Guidance, which can be found on the [Vacancies](#) section of our website.

Please complete an application through [MyNewTerm](#) before the deadline. CVs will not be accepted.

If you would like to visit the School before submitting an application, please do contact the School.

We are reviewing applications as they arrive and we reserve the right to close the vacancy before the deadline, so please apply as soon as possible.

Please note that due to the volume of applications we receive, we are unable to provide individual feedback except to those candidates who are invited to interview.

Haberdashers' Elstree Schools are an equal opportunities employer and welcome applications from all sections of the community.

Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities and experience).

All applicants should read the Schools' [safeguarding policy](#) and [safer recruitment and disclosure policy](#). Applicants are required to declare any criminal convictions or cautions or disciplinary proceedings related to young people.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

N.B. Safer recruitment checks will be made at all stages of the recruitment process.