



STAHS

PREP **SENIOR** SIXTH

SECOND IN DESIGN & TECHNOLOGY

St Albans High School for Girls
Candidate Information Pack

Closing deadline: Friday 18 September 2026

Interview date: Thursday 24 September 2026

**THINK
BEYOND**

WELCOME TO STAHS!



We are very proud of our warm and vibrant community of ambitious young people, caring and talented staff and supportive alumni and parents.



Thank you for your interest in joining St Albans High School for Girls (we call it STAHS), one of the UK's leading independent schools, educating over 1,100 girls aged 4 to 18 and consistently ranked among the country's best schools.

At the heart of STAHS is our Teach to 25 philosophy, which prepares students not only for academic success but for life beyond education. Through outstanding teaching, our Skills for Life programme, SuperCurriculum and extensive co-curricular opportunities, pupils develop the confidence, resilience, creativity and communication skills needed to thrive in a rapidly changing world.

Academic excellence is a hallmark of STAHS, but it is only part of the story. We encourage girls to think deeply, embrace challenges and approach new experiences with confidence, while fostering a culture of kindness, respect and individuality. Beyond the classroom, pupils enjoy a wealth of opportunities in sport, the arts, leadership and service, enabling them to discover new passions and make a positive impact on the world around them.

The School operates across two sites: STAHS Prep in the village of Wheathampstead and STAHS Senior in the heart of the historic city of St Albans.

It is my privilege to lead a team of outstanding colleagues who share a commitment to helping every pupil flourish. We work together in a warm, supportive and ambitious community that is uniquely STAHS.

Please visit our website to discover more about what makes STAHS such a special place to learn and work.

Mrs Ann Massey MA Oxon, MEd
Head of STAHS Senior

THE SCHOOL

STAHS opened in 1889 in a converted hospital on Holywell Hill, St Albans, one of many similar schools which were being established towards the end of the 19th century. We transferred to our current site on Townsend Avenue in the heart of the city in 1908, with the Prep School subsequently moving to the village of Wheathampstead in 2003. STAHS has 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 warmly welcome pupils and staff of all faiths or none.

At STAHS we are always thinking beyond; that's why everything we do is geared towards preparing our pupils for their next steps. We call this our Teach to 25 philosophy. Our vision is for each child to become a happy, resilient young person who embraces opportunities. It's how pupils at STAHS are prepared to live lives of consequence.

From Forest School and FutureSTAHS in Prep, to our SuperCurriculum that stretches pupils beyond the limits of exam specifications, Teach to 25 runs through every aspect of a STAHS education. We equip pupils with the skills, independence and knowledge needed to navigate their path in the critical early years of adult life. Our staff are the beating heart of the School, and deliver our Teach to 25 strategy through the intellectually challenging and engaging lessons and co-curricular they lead.

We are always developing our facilities to ensure that we provide an inspiring learning environment for our entire community. Since 2020, we have opened our stunning state-of-the-art Sixth Form Centre, modern Dining Hall, new classrooms at Prep and Senior, new Prep IT suite and Art and Design studio, a beautifully refurbished Prep Library, a Wellbeing Centre and an all-weather Astroturf pitch at the Senior School..

We have ambitious plans for further development of our facilities over the next decade to provide an even more inspiring and welcoming learning environment.

As a member of staff, you will be encouraged to develop your skills and experience through our extensive professional development programme, which includes 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 be a member of a friendly and welcoming school community, and benefit from employment at a school that prioritises staff welfare.



OUR LOCATION



OUR STUDENTS



of all GCSEs awarded were
at grades 9-7 in 2026



student clubs and societies



languages spoken in the
STAHS community



of all A levels awarded were
at grades A*-B in 2026



students accepted Oxbridge
places in 2026



of Year 7 students take part in
at least one club or society



THE ST ALBANS EDUCATION GROUP

St Albans High School for Girls is part of The St Albans Education Group (STAEG).

STAEG is a growing, charitable group which provides strategic leadership and operational resilience for our schools, while ensuring each retains its own distinct identity and ethos.

Our group brings together schools of different sizes, characters and geographies. STAEG was formed in 2024 following the merger of St Albans High School for Girls (STAHS) Prep and Senior Schools with Stormont School, and this year we have welcomed St George's School Windsor Castle and St George's Ascot to the group.

Each prospective school is carefully assessed to ensure it will demonstrably benefit from being part of STAEG, and will in turn enhance our educational excellence, values and thought leadership. A diverse group amplifies our voice nationally and strengthens our collective resilience.

Across STAEG, staff benefit from rich professional networks, shared expertise and continuous collaboration. This ensures that pupils experience an academically ambitious, values-led education in inspiring environments.

For families, STAEG offers stability, continuity and a consistent educational journey from early years to Sixth Form. As a charity, every surplus penny is reinvested in our schools and the outcomes of our pupils.

St Albans Education Group (STAEG) is a charitable group of leading independent schools.

OUR MISSION

STAEG supports and strengthens our schools to ensure pupils flourish and make a positive impact on society.

OUR VISION

To shape independent education for the future through bold leadership and sector-leading expertise.

OUR VALUES

Excellence: We uphold the highest standards in all we do.

Integrity: We act with honesty, kindness and respect.

Diversity: We celebrate difference and build inclusive communities.

Innovation: We think boldly and creatively to meet challenges.

Leadership: Our leaders demonstrate courage, compassion and purpose.

Joy: We believe education should be exciting, fulfilling and life-enriching.





It is my privilege to lead an outstanding group of colleagues across the St Albans Education Group, all of whom are devoted to preparing young people in our care to live lives of consequence and make a meaningful impact upon the world.



STAEG seeks to bring together schools that will provide a leading voice in the sector. We believe that excellent education is the bedrock of pupils' future success and happiness and want our schools to provide progressive, outstanding education for our learners. We have the highest of expectations for our pupils and our staff alike.

In a rapidly changing and challenging environment for schools the St Albans Education Group looks to the future with confidence.

Amber Waite
Principal and CEO, STAEG

ST ALBANS EDUCATION GROUP

OUR STAFF BENEFITS



COMMITMENT TO DEVELOPMENT*

a strong commitment to professional development, including whole-school training, and support with personal development projects



FREE LUNCH*

free daily hot lunch and beverages during term time



TUITION FEE REMISSION*

for children of STAHS employees



LEISURE FACILITIES*

free use of the STAHS fitness suite, swimming pool, pitches and courts



PENSION

generous pension scheme



FREE COACH TRAVEL AND CAR PARKING*



CYCLE TO WORK

subsidised cycle to work scheme



ANNUAL FLU IMMUNISATION

reimbursement scheme provided for annual flu vaccines



PRIVATE HEALTH INSURANCE*

subsidised private medical insurance

*conditions apply

THE DEPARTMENT

The Design and Technology Department is a large and thriving department, consisting of 6 dedicated teachers, two full time and one part-time technician. As a team, we enjoy exploring new ideas, producing and sharing resources and ensuring that as much practical work is produced by the pupils and celebrated as possible. We aim to create an environment that inspires lifelong learning and increases pupils' knowledge, motivation and aspirations.

The facilities in the Design and Technology Department are excellent, with purpose-built rooms for each of the specialisms in 3D Design, Textiles and Food Preparation and Nutrition. These are all housed on the ground floor of the Jubilee Centre, which includes dedicated IT facilities. In addition, there is a large department office which encourages collaboration and collegiality. The department makes a point of investing in the latest technology and resources, including laser cutters, a 3D printer suite, sublimation printer, embroidery machines, heat presses and a range of other specialist tools and machinery. The Food room has a comprehensive range of food preparation and processing equipment, including electric pasta machines, dehydrators, steamers, kitchen aids, air fryers and blast chiller.

The department's uptake of pupils studying 3D Design and Textiles GCSE is very strong, with two to three groups in each of Year 10 and 11. At A level, pupils can take 3D Design or Textiles, and we have one group of each subject every year. At GCSE we follow AQA Art and Design 3D Design and Textiles. At A level we follow AQA Art and Design 3D Design and Textiles. We regularly support pupils in making applications to study for Architecture, Food Science, Fashion, Product Design and Engineering-related courses and work with other departments, such as Science, Maths, Computer Science, Art and Drama to ensure pupils have the opportunities to gain appropriate experience in readiness for further study. We aim to be seen as a central of STEM and as such create strong links with other departments.

We run a series of co-curricular clubs and open workshops through the department. The aim is to provide opportunities for pupils to learn beyond the classroom, giving them a chance to experiment and be creative. Pupils are also challenged via opportunities to go on trips and enter external competitions, such the Rotary Technology Tournaments, where we have had past significant success.

In Years 7, 8 and 9 we have developed our own programme of study that provides the pupils with a solid foundation in the skills needed to study the subject further up the school. We continuously review our schemes of work in order to keep projects up-to-date and meet the changing needs of the pupils at Key Stages 4 and 5.



THE ROLE

The Second in Design and Technology will take particular responsibility for overseeing the delivery of the Key Stage 3 Design and Technology curriculum, ensuring consistency in the teaching of its core elements. They will equally promote the three disciplines of the subject – 3D Design, Textiles and Food Preparation and Nutrition – and seek opportunities to engage with each one. They will also oversee the Design and Technology 14+ and 16+ Scholarship programme, looking for opportunities to develop and enhance its provision.

Whilst the successful candidate will predominately teach 3D Design and will have experience in teaching Art and Design 3D Design or Design and Technology; Product Design, it is highly desired that they will be able to teach Food Preparation and Nutrition up to Year 9. Appropriate training will be provided if required. They will model the core school values, keep abreast of developments within their discipline, and challenge, support and inspire colleagues to be excellent teachers of Design and Technology.

A central component of the role is to ensure that Challenge for All and Teach to 25 philosophies are embedded within the curriculum. They are accountable to the Head of Design and Technology for the quality of their own teaching, and for all aspects of the Second in Design and Technology role. Second in Design and Technology is expected to be a form tutor and contribute to the extra-curricular life of the department and school.

This is a permanent position, offered on a full-time basis.

This position attracts RP 3 (£3,412.21). The preferred start date is January 2027.

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

The Second in Department is appointed by the Head and is expected to:

Teaching

- Plan and prepare relevant material to teach classes allocated to them, according to the policies of the department(s) to which they are accountable. Keep a record of their teaching.
- Set and mark pupil's work regularly and appropriately for the subject(s) taught; record marks, monitor and assess progress and write reports as required.
- Participate in the arrangements for preparing and assessing pupil's work 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.
- Take a full part in their personal professional development including training.
- Assist the Head of Design and Technology in monitoring the professional development of members of the department, undertaking lesson observations and assisting with training requirements.
- 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.
- Maintain good order and discipline among pupils. The Second in Department must be familiar with school and departmental policies on behaviour, including awards and sanctions.
- Promote a safe environment for pupils and staff. A teacher is expected to register pupils in every lesson and to understand the safeguarding and child protection policy and those policies relating to health and safety.
- Assist the Head of Design and Technology in reviewing and updating the risk assessments for each of the Design and Technology rooms.
- Share in supervisory and general duties; uphold good standards of behaviour and punctuality among pupils.
- 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.
- Undertake any other reasonable task requested by the Headmistress

Curriculum

- Collaboratively review, coordinate and develop the Key Stage 3 schemes of work, incorporating stimulating and stretching activities that support Challenge for All
- In conjunction with the Head of Design and Technology, ensure that the Key Stage 3 and Key Stage 4 curriculums are engaging and topical, leading to high uptake at Key Stage 5.



RESPONSIBILITIES (continued)

- Promote enjoyment of Design and Technology and fully inform parents, staff and pupils of opportunities within the subject area.
- Track and record progression of pupils across and between year groups through the use of summative and formative assessment tasks.
- Map progress of content and key skills.
- Work with the library staff to forge meaningful links and develop resources.
- Collaboratively develop and deliver subject enrichment and stretch opportunities.

Staff

- Support the Head of Design and Technology to recruit talented staff.
- Support the Head of Design and Technology in the development of staff. Where appropriate, support them in the performance management cycles of staff.
- Where required, to support the Head of Design and Technology in the support and development of under-performing staff.
- To assist and as necessary deputise for the Head of Department to ensure the smooth running of the department.
- Inform and manage the workload of the technicians within the department.

Resources

- Assess suitable resources for class use and inclusion in the school library.
- To liaise and communicate with the Head of Department to inform the development and budgetary requirements of the department.
- Ensure central departmental resources are updated, organised and clearly communicated within the department Team.
- Assist with the updating of departmental display boards across the department.

Pupils

- Coordinate and resource Key Stage 3 assessments and analyse results and data to inform future planning within the department.
- To oversee and drive forward the Design and Technology Scholars programme, and to meet regularly with all Design and Technology scholars.
- To track and monitor progress of candidates in Key Stage 3 in order to inform Y9 elective choices and GCSE options advice.
- Support staff who are dealing with underperforming pupils.
- Work collaboratively with colleagues and parents to support pupils.
- To actively engage the interest of pupils by evaluating and developing opportunities for clubs, trips, competitions, displays and careers advice.
- To support student progress through Open Workshop sessions.
- Provide appropriate careers guidance and planning.



RESPONSIBILITIES (continued)

- Support with provision for Oxbridge students as well as students applying to other universities and institutions.
- Data analysis, tracking and monitoring at Key Stage 3, linked to MidYIS and other assessment data.

Exams

- To support the Head of Design and Technology in ensuring department familiarity with general JCQ regulations.
- Support the Head of Design and Technology in the organisation and development of Key Stage 4 and 5 practical exams.

Whole School

- Engage with and undertake CPD training opportunities as required and to develop opportunities for inter- and intra-departmental teaching and learning activities.
- Take part in professional development including training.
- 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.
- Maintain good order and discipline among pupils, safeguarding their health and safety at all times when they are the responsibility of the school. The teacher must be familiar with the school and departmental policies on discipline and health and safety.
- Share in supervisory and general duties; uphold good standards of behaviour and punctuality among pupils.
- 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 co-curricular activities.
- Attend Parents' Evenings.
- Cover lessons where required
- Be a part of the School's performance development programme.
- Adhere to School policies.

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 of the duties, as outlined in the job description. In addition to this, the candidate should possess the following competencies which are essential to this position:

QUALIFICATIONS & EXPERIENCE

- Experience as an excellent classroom teacher.
- Relevant degree level qualification.
- Post graduate professional qualification e.g. PGCE.
- Strong level of scholarship in Design and Technology, and a commitment to continued professional development in their subject area.

SKILLS

- A passion for Design and Technology and Design and Technology education together with excellent subject knowledge.
- A commitment to developing innovative and stimulating pedagogy.
- Extensive knowledge of the current educational landscape with respect to the teaching of Design and Technology .
- Strong ability to analyse data, and to report on the outcomes clearly
- Evidence of continued professional development.
- ICT literate.
- Excellent time management and organisational skills.
- A commitment to getting to know each student as an individual learner.
- A commitment to providing high-quality extra-curricular provision
- Knowledge and experience of using various types of technology to enhance teaching and learning, desirable but not essential.
- Ambitious to establish and develop actual and virtual links with the wider Design and Technology education community, desirable but not essential.
- Strong interpersonal skills: excellent communication skills, particularly when addressing staff, pupils or parents directly

Continued.....



PERSON SPECIFICATION (continued)

PERSONAL QUALITIES

- Positive/enthusiastic.
- Energetic.
- Hard working.
- A team player.
- Proactive - ability to lead new initiatives.
- Eager to improve your own professional skills.
- Flexible – in order to accommodate changes in work priorities.
- Sense of humour.
- Understand and respect the principles of confidentiality.
- High professional standards of yourself and students.
- Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise.

PHILOSOPHY AND ETHOS

- 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
- Contribute positively to the overall ethos, objectives and aims of the School

HEALTH AND SAFETY

- Support health and Safety training initiatives and to actively participate in this area.



APPLICATION PROCESS

STAHS is a vibrant school supported by a diverse and enthusiastic community of governors, 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 orientations, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities. We recognise the importance of recruiting high calibre staff in order to provide the highest quality of education for our students.

STAHS 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.

To apply for this position, please complete the application via My New Term on the Vacancies page of our website: www.stahs.org.uk/vacancies

Please note CVs alone will not be accepted.

Deadline for applications: Friday 18 September 2026

Interview date: Thursday 24 September 2026

All questions regarding the STAHS application and recruitment process must be directed to the School's Human Resources Department on recruitment@stahs.org.uk.

Applications will be reviewed upon receipt and interviews arranged accordingly; early applications are therefore encouraged. We reserve the right to withdraw the advertisement once a suitable candidate is found.





St Albans High School for Girls Prep

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AL4 8DJ

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St Albans High School for Girls Senior

Townsend Avenue
St Albans
Hertfordshire
AL1 3SJ

Tel: 01727 853 800

<https://www.stahs.org.uk/vacancies/>