



BRADFIELD COLLEGE

Head of Psychology

The opportunity

Applications are sought for the position of Head of Psychology. This is an opportunity for an enthusiastic and well-qualified teacher to further develop a thriving Psychology department at an exciting stage of its development, with the introduction of the AQA A-Level course from September 2026. Psychology as part of the IB Diploma has proved to be very popular, with many pupils going on to read Psychology (or related courses) at top universities. The department runs a varied enrichment programme with reach beyond the Sixth Form curriculum.

The successful candidate will be a strategic and inspirational leader with excellent communication and organisational skills. They will be able to demonstrate commitment to high academic standards and a passion for the subject.

The College

Founded in 1850 by Thomas Stevens, and set in a village amidst unspoilt Berkshire countryside, Bradfield College enjoys a well-established reputation for being one of the country's leading co-educational, independent schools through its provision of academic excellence and a well-rounded education.

The College is characterised by a relaxed unpretentiousness and has a strong family atmosphere. These are central to the enjoyment of school that we believe is the foundation of successful education. The people who work here are deeply committed to the progress and wellbeing of the children in their care. A talented and diverse team of specialists and all-rounders, the staff bring expertise and dedication to their role and have an easy rapport with the young.

Pupil numbers are approximately 820 (with a 57:43, boy/girl ratio) following completion of an expansion programme which began with the introduction of full coeducation at Bradfield in 2004 (girls were first admitted to the sixth form in 1989). Approximately 80% of the pupils are boarders; many spend Saturday nights at home following matches but there is a full weekend programme and approximately 10% of the boarders stay in. A majority of the pupils are relatively local, coming from within a 30-mile radius and approximately 7% of our pupils live overseas.

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Bradfield’s curriculum facilitates interdisciplinary thinking and also promotes excellence through specialisation. Inspirational teaching and high expectations go hand in hand in creating a culture of learning and ambition. As well as an extensive (I)GCSE programme, the College offers both the IB Diploma Programme and A-Levels in the Sixth Form. Results are strong with 63% awarded 9-7 at GCSE, 82% achieving A*-B grades at A Level and IB equivalent, and an IB Diploma average of 36 points (out of 45).

Bradfield’s outstanding pastoral care is rooted in its house system, beginning in Faulkner’s, a Year 9 boarding house specially designed to help all girls and boys make a happy and successful transition to senior school before moving into one of 11 senior houses. As they make their way through the school, our pupils learn about themselves and about others and take increasing responsibility for their own lives, their choices and their wellbeing. Simultaneously, we help them to become more aware of the views, needs and rights of people of all ages.

Bradfield offers a remarkable range of co-curricular activity. Participation across this range is fundamental to a Bradfield education and means taking part in sport, music, drama, creative arts and the whole array of activities available. Our pupils throw themselves into co-curricular activity with enthusiasm and learn about themselves whilst honing skills and developing interests which will remain with them throughout adult life.

Bradfield seeks to develop attributes that will enable pupils to thrive personally and professionally and to offer an education for life. This means a great deal more than securing strong grades and making a convincing application to higher education. It also entails the ability to embrace change, openness to a globalised world and the readiness to adapt and innovate. Each of these is nurtured in our diverse community and through our rich curriculum. We encourage pupils to understand the world around them and their place within it. In the same way, Bradfield itself continually looks forwards and outwards, embracing new opportunities whilst remaining true to its values.





The Department

The Psychology Department is mostly situated in the Blackburn Science Centre which opened in 2010 and was redesigned in 2017.

Teamwork, collaboration and supporting each other's professional development are key features of the Department's ethos, along with a friendly and welcoming atmosphere. Dynamic and forward thinking, the Psychology Department encourages pupils to echo this love of learning in the classroom.

In 2017 the College introduced Psychology on the IB Diploma Programme for the Senior School. Beginning with just two pupils studying at Standard Level the subject has flourished into one of the most popular IB Diploma subjects, with over 40 pupils across the two Sixth Form Year Groups. Due to popular demand Psychology is being offered at A level from this September.

We have experienced successful results with pupils receiving offers to read Psychology at Oxford, Durham, Bath, Edinburgh and New York University to name a few.

To help with enrichment, pupils are entered into various external competitions such as the John Locke Institute Essay Competition and Minds Underground, and we expose the pupils to Psychology beyond Bradfield with university visits and seminars. We invite various external speakers to join our Minerva Lecture Programme.

There is a Psychology Society where pupils have the opportunity to discuss the subject outside the realms of the curriculum. It is often pupil-driven and previously we have discussed and debated Stockholm Syndrome, serial killer profiling, county lines, slavery and trafficking and, most recently, Dissociative Identity Disorder.



Head of Department

Principal accountabilities

The Head of Department is responsible to the Deputy Head (Academic) and is expected to show the following qualities:

Leadership

- to ensure the protection and safeguarding of all pupils working within the Faculty through raising staff awareness of College policy and of Child Protection procedures and protocols and ensuring that these are being followed;
- to take responsibility for ensuring that the Department adheres to all College Health & Safety policies, and that a strong Health & Safety culture of awareness and communication is generated and maintained amongst all who work in and use the department;
- to provide inspirational leadership to pupils and staff, creating a culture of ambition and aspiration that gives the department its identity and that contributes positively to the academic ethos of the (Faculty and the) College;
- to be responsible for the strategic direction and development of the Department as detailed by an annual development plan (and that of the Faculty) whose aim and purpose is to support the overall academic strategy of the College;
- to provide support and challenge in equal measure to staff, within an environment of high standards and expectations and where colleagues feel reassured to share practice, ask questions, and retain the individualism of their teaching.

The Learning Experience

- to ensure that the learning experience of pupils in the Department is consistently outstanding, born out of a culture of pupil accountability and willingness to improve;



- to ensure that data, standardised and non-standardised, is used with pupils to help raise pupil aspiration, inform appropriate targets and drive progress;
- to ensure that pupils learn in an environment that encourages them to think creatively, help themselves, reflect and respond, and to review and improve their work thus improving both its substance and style;
- to ensure that pupils studying in the department receive a variety of high quality, specific feedback on a very regular basis;
- to ensure that resources available to pupils are appropriate, up-to-date, differentiated and multi-media;
- to foster ways of stretching pupils through the development of enrichment activities inside and outside the classroom.

Supporting CPD and Recruitment

- to conduct lesson observations of those in the department to ensure that Bradfield's Teaching Standards are being met, and within that the College's academic initiatives are being positively actioned;
- to play a leading role in the appraisal and professional development of colleagues in the department and to be prepared to offer colleagues honest and constructive feedback;
- to establish an environment in which shared practice is commonplace between colleagues and to ensure that mutual observation is constructive, focused and frequent;
- to strategically disseminate CPD opportunities to members of the department who have set themselves targets that would benefit from the specific training being offered;
- to be directly involved in the recruitment of new staff to the Department through input to the short-listing of applicants, through observing selected candidates teach, through interviewing selected candidates and in taking an active part in the final recruitment decision at a meeting chaired by the Head;



Achievement

- to ensure that pupils' Value Added in public examinations, as measured against their standardised baseline data (MidYIS and ALIS), is positive and in line with the Department's forecasts;
- to ensure that interim grades reflect accurately a pupil's performance against the standards and expectations of the department and the pupil's own Target Grades;
- to celebrate pupil attainment and academic excellence within the department whether it be relative to their standardised baseline grade, positive progress over a period of time, or attitude to learning more generally;
- to support and advise those pupils making university applications for courses directly or indirectly related to the Department.

Whole-school Academic Strategy

- to represent the Department on the Heads of Department and Academic Committees, whose members are encouraged to contribute to discussion on the overall curriculum policy of the school, reflecting on developments in the national and international educational landscape.

Department Operations

- to take responsibility for organising Departmental entries for public examinations;
- to take responsibility for the selection/maintenance of the A-level and IB specifications and for arranging its teaching programme within the Department supported by detailed schemes of work;
- to interview and examine prospective entrants to the Sixth Form, organising for the drawing up of appropriate examination papers as required;
- to hold regular weekly meetings of the Department to define objectives, to promote learning, to share good practice, to set targets and to review the performance of the Department;



- to mentor and support new members of the Department, both in the immediate months before joining the College (Induction) and throughout the initial period through regular meetings and lesson observations.
- to organise the teaching timetable of the Department in liaison with the Deputy Head (Academic) and the school Timetabler;
- to organise field trips as appropriate;
- to submit an annual budget bid as directed by the Bursar and Deputy Head (Academic) and to manage that budget;
- to manage technical staff (where appropriate);
- to ensure all work undertaken in the Department is risk assessed and that health and safety matters are kept up to date as directed by the Bursar and by the Health and Safety Manager;
- to liaise with the Estates Team to ensure that the Department is maintained, cleaned and kept in a state that is conducive to healthy and safe working practice, if necessary, making bids to the Minor Capital Works Budget;

This list is not exhaustive and is subject to change following consultation. The Head of Department is expected to fulfil any reasonable request made by the Deputy Head (Academic) or by the Headmaster.



Personal Qualities

The Head of Department at Bradfield will:

- be suitably qualified for the responsibilities of the post;
- display a commitment to the protection and safeguarding of children and young people;
- be an inspiring leader and an effective manager of others, always considering what is in the best interests of our pupils above all else;
- have a clear vision as to how to enhance the academic experience and attainment of our pupils in the subject;
- be able to think strategically;
- be prepared to challenge and to ask questions;
- be an outstanding communicator;
- be able to work collaboratively with others;
- be prepared to make difficult decisions when necessary and be able to handle these diplomatically;
- be able to plan time effectively and be well organised;
- have the ability to enthuse young people and adults;
- possess a positive attitude and approach to change and development;
- be prepared to make a full commitment to the co-curricular life of the College;
- have a strong sense of self-awareness and be willing to learn;
- have a balanced sense of perspective;
- have a sense of humour.



Standards for teachers

Teachers at Bradfield make the education of their pupils their first professional concern, both in and out of the classroom towards the Education for Life aims of the College. They are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical. They forge positive professional relationships and work with parents and carers in the best interests of their pupils. Furthermore, they are constantly active in encouraging and supporting the College's core values and are always aware of the responsibility they carry as role models to the pupil body, whether on or off duty.

Principal responsibilities:

- set high expectations which inspire, motivate and challenge pupils;
- promote good progress and outcomes by pupils;
- demonstrate good subject and curriculum knowledge;
- plan and teach well-structured lessons;
- adapt teaching to respond to the strengths and needs of all pupils;
- make accurate and productive use of assessment;
- manage behaviour effectively to ensure a good and safe learning environment;
- fulfil wider professional responsibilities;
- make a full contribution to the College's programme of Tutoring;
- support the College's system of pastoral and spiritual care.



Co-curricular expectations

Bradfield College is a boarding school and there will be opportunities to engage in the College's extensive co-curricular and enrichment programmes.

This could include regular commitments on Saturday afternoons and occasional Sundays. Likely contribution in this area will be explored at interview.

There will also be opportunities to tutor small groups of pupils. The one-to-one and small group meetings build good relationships between staff and pupils and are essential to the long-term success of the school. Patience, consistency, discretion and empathy are some of the qualities a tutor should have in order to promote the pupils' all-round development.

From time-to-time teachers will be expected to accompany school trips during school holidays. There will also be other routine supervisory duties.

Continuing Professional Development

All teachers are encouraged to take a lead in their own continuing professional development and there is widespread support and generous funding available. Induction is provided for new entrants to the profession, including ECT induction and opportunities for PGCE training leading to QTS while teaching. There is a mentoring scheme in place for all new staff, and a system of professional review by line managers. All newly appointed members of staff follow a wide-ranging induction programme which begins on appointment and runs through to the end of the first year of employment. All appointments are probationary for one year.

Terms of appointment

The successful candidate will be offered a competitive salary reflecting the role and the experience of the candidate.

All full-time teachers automatically become members of a Pension Scheme, unless they specifically request to opt out. They are also eligible to join the College's healthcare scheme. Further details are available upon request. Subsidised memberships to both the Bradfield College Sports Centre and Bradfield College Golf Club are available.

All teachers are eligible to apply for an assisted place at the College for their child/children in accordance with the College Fee Discount Policy. Further details are available on request.

The process

Short-listed candidates will be invited to Bradfield for interview and a tour of the College will be offered.

For an informal discussion about the post, please feel free to contact the Academic Office on 0118 964 4526 (during office hours), or by email: acad@bradfieldcollege.org.uk

Bradfield College reserves the right not to appoint to this post should a suitable candidate not be identified.





Safeguarding

Bradfield College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post-holder is responsible for promoting and safeguarding the welfare of children and young people for whom he/she is responsible, or with whom he/she comes into contact, and ensuring compliance with our child protection policy statement.

Disclosure and Barring Service, references and right to work in the UK

As Bradfield College is registered to ask 'exempted questions' under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to the required and satisfactory DBS (Disclosure and Barring Service) clearances before the appointment is confirmed.

This post is also subject to receipt of written references which must be satisfactory to Bradfield College and documentary evidence of qualifications. A copy of the reference request form is included at the end of this document for information purposes.

Successful applicants will need to provide confirmation of permission to work in the UK. Please note that under the Immigration Asylum and Nationality Act 2006, Bradfield College has an obligation to ensure applicants have the right to work in the UK prior to commencement of employment. (This is carried out at the interview stage; if applicants fail to produce the required genuine documents prior to commencement of work for the College, or if it is found that those documents do not meet the legal requirement, an offer of employment will be withdrawn).

Health & Safety

All staff are required to refer to their individual responsibilities as defined in the Health & Safety Manual and ensure they are competent to implement them and agree to abide by them. Staff health, safety and welfare at work are protected by law. The College has a duty to protect staff and to keep them informed about health and safety. Staff have a responsibility to look after themselves and others. If there is a problem, employees are expected to discuss it with their line-manager or with the College's Health and Safety Manager.



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