| **AI Research Fellow**  **UCS Senior School**  ***Fixed-term, January 2025 - August 2026***  ***Part Time, one day per week***  ***Hours negotiable***  ***£11,000 per annum*** | UCS_RGB |
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University College School was founded in 1830 to promote principles of liberal scholarship. That remains our first and overriding aim. Intellectual curiosity, breadth of study and independence of mind combine to achieve academic excellence; they are not subordinate to it.

Initially located in Gower Street, as part of University College London, the School was revolutionary in its approach to education, having as a fundamental principle that religion, in any form, should neither be an entry requirement nor a taught subject, believing rather that faith is a matter for the family and the individual - a tradition that continues today. The UCS Foundation, now independent of the University, comprises three schools: the Senior School (850 pupils: 11-18), the Junior Branch (250 pupils: 7-11) and the Pre-Prep (130 pupils: 3-7).

All three schools are set in attractive locations. In 1891 the Junior Branch was established at Holly Hill, Hampstead, followed in 1907 by the School’s separation from UCL, and the acquisition of the Senior School’s current purpose-built accommodation in Frognal, opened by King Edward VII. The pre-preparatory branch is based nearby. All three schools have full use of the extensive playing fields (including a large all-weather pitch and two pavilions) in West Hampstead.

UCS remains true to the liberal traditions of its founders and continues to work hard to foster independence of mind among its pupils and to value their individuality. Academic results are excellent. Music and drama are very strong at UCS and the school offers an outstanding range of co-curricular activities and enrichment opportunities.

**The Organisation of UCS**

Whilst the Headmaster of UCS is in overall control of all three schools in the Foundation, day-to-day management and planning at the Junior Branch is in the hands of the JB’s own Headmaster and his deputies. Similarly, The Pre-Prep has its own Head who reports to the Headmaster of the JB.

Sixty pupils each year transfer from the JB to the Senior School and are joined by sixty pupils from outside feeder schools who win places through competitive examination. In Years 7 and 8 (Entry and Shell), these children are supervised by a team of pastoral Year Wardens, Form Tutors and Head of Lower School. In Year 9 (Lower Remove), pupils join the Middle School and are allocated to the six Demes (or houses) which form the basis of the pastoral structure of the school until pupils leave at the end of the Sixth Form. Each Deme is managed by a Deme Warden, a team of Form Tutors and the Head of Middle School/Head of Sixth Form.

Admission at all entry points is heavily oversubscribed. Whilst UCS operates within a highly competitive market-place, our reputation as a happy, well-balanced environment that respects the individuality of each pupil allows us to retain the advantages of a highly selective school. We are particularly proud of our reputation for pastoral care and for co-curricular activities, as well as our high academic standards.

**The Senior School Curriculum**

In Years 7 and 8, pupils follow a full core curriculum with time devoted to Drama, Art, Design & Technology, PSHE, PE and sport as well as to the more traditional academic curriculum. Pupils study General Science in Year 7, and the three separate sciences from Year 8 onwards. There is no setting or streaming. This approach continues into Year 9, where the other language options are added to the curriculum. Mathematics is set by ability in Years 9, 10 and 11. All pupils currently study ten subjects to GCSE (IGCSE in the case of a number of subjects), including English Language, English Literature, Mathematics, at least one science subject and at least one modern language. All pupils begin Year 12 studying four subjects. A number of pupils will drop to three subjects before the end of Year 13. Many also choose to take an Extended Project Qualification.

**Sports and Co-Curricular Activities at the Senior School**

The school offers outstanding facilities and opportunities exist for a number of different sports and activities, including Rugby, Netball, Football, Hockey, Cricket, Tennis, Athletics, Badminton, Cross-Country, Basketball, Swimming, Fives, Table Tennis, Fencing, Aerobics, Dance, Yoga, Cycling, Spinning, Bouldering, Karate, Rowing and Squash. All pupils are required to play games as part of their normal curriculum and a large number represent the school.

There is a wide range of co-curricular activities and school societies. Music is particularly strong, with multiple choirs, Orchestra, Wind Band, Chamber Choir, Chamber Orchestra, Concert Band, jazz and rock groups, as well as many smaller ensembles. The school has a fully equipped theatre that is heavily used for our own productions as well as by visiting professional actors and musicians. A large number of plays and musicals are staged each year, with opportunities for pupils to direct as well as to act and provide technical support, and an annual production is performed at the Edinburgh Fringe Festival. Over 60 clubs and societies meet on a weekly basis, often run by pupils. Feminist Society, Queer Society, Cultural Awareness Society and Green Impact Society, the environmental action group, are all currently popular. Debating and Model United Nations, Young Enterprise, Chess and Robotics regularly send teams to competitions with great success. Pupil journalism thrives at UCS, with pupils editing and producing the school magazine, The Tortoise, as well as Bocca, a Classics and Art History journal, Interlingua, the modern languages journal, and others. School trips are arranged on a regular basis. UCS has partnerships with Westminster Academy, UCL Academy, Michaela Community School and the London Academy of Excellence Stratford, as well as a number of primary schools. Pupils currently raise roughly £30,000 per year for a range of charities that they select themselves as part of a Community Action initiative. Academic Enrichment Weeks, Women in Sport Week and the non-curricular Activities Week annually broaden and embellish the UCS educational experience.

**The Present Vacancy**

Reporting to the Director of Teaching & Learning, Digital, the AI Research Fellow will play an important role in leading and developing the school’s awareness of, and practice in, Artificial Intelligence educational research. The work of the successful candidate will feed directly into the school’s whole-school development plan, as well as providing a basis for the re-evaluation of academic and curriculum policies. It is the constant aim of the school to become research-informed with regard to academic and curriculum policies, strategy and planning.

The AI Research Fellow position is a fixed-term, part-time role, from January 2025 to August 2026. The position requires an on-site commitment of one day per week, with flexible hours to accommodate the needs of both the school and the successful candidate.

**Key Responsibilities**

* To examine the significance and effects of AI in educational settings.
* To assess how AI literacy can be integrated into existing curricula
* To formulate strategies to enhance access to AI education.
* To investigate the potential of AI in personalising learning experiences, and improving teaching and learning using AI
* To suggest educational resources
* To consider the impact of the AI revolution on the future of work, determine the impact of this on the curriculum, and suggest mitigation
* Contribute to devising a future-proofed curriculum
* To embed ethical and safety considerations
* To examine current curriculum practices in teaching AI ethics.
* To propose ways to enhance the ethical grounding of AI education.
* To produce annual research
* To present research findings within and beyond UCS.
* To stay updated with the latest developments in technology and AI.
* To disseminate best practices across the three branches of the UCS Foundation.
* To enhance the school’s reputation with professional bodies by participating in existing networks and by developing new links as appropriate.
* Have the ability to work in a way that promotes the safety and wellbeing of children.

**Person Specification**

The successful applicant will have at least a first degree in a relevant subject, along with sufficient specialist knowledge to develop research programmes and methodologies. They may well have a record of published research. Additionally, they may have experience in managing research projects. They will also have excellent written and verbal communication skills, with the ability to effectively communicate complex and conceptual ideas to diverse audiences. The ideal candidate will also have a proven ability to collaborate both within the school and externally to complete research projects. They will be able to actively participate in and develop external networks, and adeptly balance the pressures of research, any administrative demands, and competing deadlines.

**Child Protection**

University College School is fully committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an Enhanced check for Regulated Activity from the Disclosure and Barring Service (DBS) before a formal offer of employment is made. This is a requirement as the position is within a school working with children aged under 18. UCS will also undertake its own recruitment checks through contact with previous employers, referees, and others, to confirm applicants' identities and their professional records.

**Benefits**

If admitted to the school, the children of UCS staff may be educated at reduced fees.

All members of staff are entitled to membership of *UCS Active* (the private Health & Fitness Club based in the Sir Roger Bannister Sports Centre) at a heavily reduced rate.

**Arrangements for the Appointment**

In addition to completing the UCS application form, applicants should provide a full Curriculum Vitae and a supporting letter as soon as possible. **The closing date for applications is Friday 29 November, 12 pm.** However, please note that we reserve the right to interview and appoint at any stage during this process; early applications are therefore very welcome.