



THE PERSE
SCHOOL
CAMBRIDGE



AI STRATEGY LEAD

Start January 2027 or earlier

CANDIDATE PACK



The Perse School, founded in 1615, is one of the country's leading co-educational independent day schools and a charitable company educating around 1,750 children aged 3-18.

The school provides an exceptional education which is both traditional and innovative, ambitious and caring, understanding and structured, industrious and fun. Located in Cambridge, it comprises three schools, the Pelican (3-7), the Prep (7-11) and the Upper (11-18), with a franchise in Singapore, opened in 2025.

The school is in the UK top 30 of *The Times* Independent Schools Exam Results league table for A level, with over 30 students regularly receiving Oxbridge offers. The school is consistently oversubscribed and in strong financial health with an annual turnover of around £40 million.

In addition to the day-to-day curricular and extra-curricular activities of the schools, The Perse provides public benefit to local and international communities, working with over 20 local state schools and Christel House Schools overseas to raise educational attainment.

Key facts and figures:

- **Independent School of the Year** for academic performance East Anglia 2024, 2025 and 2026.
- **Independent School of the Year** East Anglia 2026
- A beautiful **27-acre site**, featuring state-of-the-art science labs, the Peter Hall Performing Arts Centre, extensive sports fields and the brand new Perse Sports Centre with 25m swimming pool, sports hall and climbing and bouldering walls.
- Excellent pastoral care ensuring that children feel safe and secure in their surroundings.
- Ranked as one of the **top 30** schools for A level results by *The Times* Independent School Exam Results league Tables.
- Ranked in the **top five** independent schools nationally for Oxbridge offers.



AI Strategy Lead

The Perse School is looking to appoint an AI Strategy Lead to guide the responsible, effective use of artificial intelligence across teaching, learning and operational workflows. This is a new role within the Head of Computing and Digital Strategy's team and will also work closely with the Director of ICT, senior leaders, academic departments and administrative teams. The Perse is well placed to build on current progress in this area. Situated in Cambridge, with its exceptional concentration of schools, universities, research organisations, technology companies and entrepreneurial networks, the School aims to establish itself as a recognised centre of AI excellence in education.

The post carries a small teaching commitment of approximately one quarter of a normal teaching allocation, with no tutor commitment to facilitate morning 1-to-1 or small group training sessions. The teaching element ensures the postholder remains connected with modern classroom practice and can test, evaluate and refine new approaches in situ.

Most of the role will involve working alongside administrative and teaching staff to understand where AI can improve the quality, speed and consistency of their work, then helping colleagues develop the confidence, judgement and workflows to use these tools well. The successful candidate will combine educational credibility, practical technical fluency, strong communication skills and the ability to lead change through influence.

Applications are welcome from teachers of a broad range of subjects. Candidates do not need to be Computing specialists, but they must be able to evidence strong AI literacy, a sound understanding of responsible use, and an established record of improving practice, transforming workflows or delivering measurable impact through digital tools, automation or AI-enabled approaches both for teaching and school administration purposes.

Whilst most of the appointee's weekly time will be at The Perse Upper School, some time each week will be at The Perse Pelican and The Perse Preparatory schools ensuring consistent adoption and benefit to all three schools. The post will be mainly term-time only with an additional 5 days during holiday periods in school to facilitate time with administrative staff in less busy periods on particular projects and training (the exact days will have a degree of flexibility).





The Digital Strategy Team

The AI Strategy Lead will sit within the Head of Computing and Digital Strategy's team. They will also work in close partnership with the Director of ICT so that innovation is aligned with the school's technical infrastructure, cyber security, data protection, procurement and implementation requirements. They will also work with the key administrative teams within the school, heads of department, and relevant senior leaders to identify practical opportunities and embed sustainable change.

Teaching Commitment

The successful candidate will teach some timetabled lessons in their subject specialism or another agreed area of the curriculum. The role does not include form tutoring. The teaching commitment is intended to support credibility with colleagues, maintain direct insight into classroom realities and provide a live context for evaluating approaches to AI-supported teaching, learning and assessment.



The Role

The Perse School is looking to appoint a high achieving graduate to start from **1 January 2027, or earlier.**

The Perse believes that excellent schools need great teaching and support staff, who whilst operating within agreed school polices and to high standards of performance are given encouragement to innovate in pursuit of professional excellence. The result is a vibrant community of staff who spark off one another, share ideas, and come together to help pupils thrive academically, pastorally and in extra-curricular areas. All Perse teachers are expected to contribute to the pastoral and extracurricular programme alongside their subject teaching.

Public exam results regularly place The Perse in the top 30 schools nationally and in a typical year more than 30 pupils will receive Oxbridge offers, with 74% of students gaining places at their first-choice universities in the UK and North America.

The Perse is proud of its academic achievements, but also recognises the importance of pastoral care and a vibrant programme of extra-curricular activities in developing happy, well rounded and successful young people. Our values shape what we do and how we do it. They are: valuing one another and our environment, intellectual curiosity and scholarship, endeavour, and breadth and balance.



Key Responsibilities

Accountability

The AI Strategy Lead is ultimately accountable to the Head but day to day accountability will be to the Head of Computing and Digital Strategy. The postholder will work closely with the Director of ICT and with academic and professional services colleagues across the School. . The following duties shall be deemed to be included in the professional duties which the postholder may be required to perform:

Purpose of the Role

The AI Strategy Lead will provide school-wide leadership, training and practical implementation support for the responsible use of AI. The role will help staff understand the opportunities and limitations of modern AI tools, redesign workflows where appropriate, and ensure that new approaches are evaluated, sustainable and consistent with the School's values, safeguarding responsibilities and data protection requirements.

Strategic leadership

- Further develop and implement the coherent whole-school AI strategy in consultation with the Head of Computing and Digital Strategy, the Director of ICT and relevant senior leaders;
- Identify priority areas where AI can improve teaching, learning, administration, communication, analysis or operational efficiency;
- Define clear measures of impact for AI-related projects, including quality, time saved, staff confidence, pupil benefit and risk reduction;
- Keep abreast of national and international developments in AI, education technology, workflow automation, assessment practice and digital ethics;
- Advise leaders on policy, guidance and governance relating to AI use, academic integrity, pupil data, safeguarding, privacy, copyright and bias.

Workflow transformation and practical implementation

- Work with teaching and administrative teams to understand existing workflows, pain points and opportunities for improvement;
- Design, prototype and support practical AI-enabled workflows, templates, prompts and automations that meet real departmental needs;
- Translate staff requirements into clear project briefs, implementation plans and user guidance;
- Support small-scale pilots and wider roll-outs, ensuring that solutions are tested, documented and handed over effectively;
- Work with the Director of ICT to ensure that tools and implementations align with school systems, security standards, procurement processes and technical support models.



Key Responsibilities

Staff training and professional learning

- Design and deliver high-quality training for teaching and professional services staff on effective, safe and efficient AI workflows;
- Coach individuals and teams as they adopt new tools, helping colleagues move from experimentation to reliable working practice in addition to building their general digital literacies and confidence;
- Develop practical guidance, exemplars and shared resources that make responsible AI use accessible to staff with varying levels of confidence;
- Build a network of informed staff champions who can support local adoption and share effective practice;
- Promote a culture of critical, ethical and evidence-informed AI use rather than novelty-led adoption.

Teaching, learning and classroom practice

- Teach an appropriate timetable in the candidate's subject specialism or another agreed area, without a form tutor commitment (a guideline figure would be around a quarter of a regular teaching role, depending on School need);
- Use the teaching element of the role to test, evaluate and refine AI-supported approaches in a live classroom context;
- Support departments in considering appropriate uses of AI for planning, feedback, differentiation, pupil support, assessment literacy and independent learning;
- Work with colleagues to develop clear guidance for pupils on responsible, honest and effective use of AI;
- Share evidence-informed examples of classroom practice with colleagues through training, meetings and professional development activities.

Governance, safeguarding and responsible use

- Model high standards of professional judgement when using AI tools, especially where pupil information, confidential school information or sensitive staff data may be involved;
- Work with safeguarding, data protection and ICT colleagues to ensure that AI activity is consistent with relevant school policies and statutory expectations;
- Support staff in understanding risks relating to hallucination, bias, over-reliance, intellectual property, privacy and inappropriate content;
- Contribute to the development and maintenance of practical policies and guidance for staff and pupils;
- Ensure that AI initiatives support inclusion and accessibility and do not disadvantage pupils or staff with different needs, backgrounds or levels of confidence.

Monitoring, evaluation and reporting

- Collect and analyse evidence on the impact of AI initiatives, including staff engagement, workflow efficiency, quality improvements and lessons learned;
- Provide regular updates to the Head of Computing and Digital Strategy and relevant senior leaders;
- Prepare reports, briefings and recommendations for senior leaders and governors as required;
- Review projects after implementation and use feedback to refine training, guidance and future priorities.



Person Specifications

Qualifications

- A high class honours degree or equivalent qualification in any subject area;
- A teaching qualification or strong evidence of successful classroom practice is desirable;
- Further study, professional development or demonstrable expertise in AI, digital education, workflow automation, data, computer science, educational technology or change leadership would be advantageous.

Experience

- Successful teaching experience and the capacity to teach approximately 0.25 FTE in a subject specialism or agreed curriculum area;
- Evidence of strong AI literacy and confident, practical use of modern AI tools in professional workflows;
- An established record of improving practice, transforming workflows or delivering measurable impact through digital tools, automation or AI-enabled approaches;
- Experience training, coaching or supporting adults with varying levels of digital confidence;
- Experience leading projects through influence rather than line management, securing engagement from colleagues across different teams;
- Experience evaluating the effectiveness, risks and sustainability of new approaches before wider adoption;
- Experience working in a school or educational environment is highly desirable.

Knowledge and Skills

- Strong understanding of generative AI, prompting, AI-assisted research and writing, workflow automation, evaluation methods and the practical limitations of current tools;
- Good understanding of responsible AI use in education, including safeguarding, data protection, privacy, bias, intellectual property and academic integrity;
- Ability to analyse a workflow, identify where AI may add value, and design a practical implementation that colleagues can actually use;
- Sufficient technical confidence to work with no-code and low-code tools, AI platforms, automation services and school systems; scripting, API or software development experience would be advantageous but is not essential;
- Excellent communication and interpersonal skills, including the ability to explain complex ideas clearly to non-specialists;
- High level of literacy, attention to detail and ability to produce clear guidance, documentation and training materials;
- Strong organisation and project management skills, with the ability to manage priorities, meet deadlines and sustain progress across several workstreams;
- Data literacy and the ability to use evidence to evaluate impact and inform decision-making.



Person Specifications

Personal competencies and qualities

- A reflective, curious and pragmatic educator with a genuine enthusiasm for the responsible use of AI to improve learning and working practices;
- Excellent professional judgement and integrity, especially when dealing with confidential information, pupil data and emerging technologies;
- Emotionally intelligent and collaborative, with the ability to build trust with colleagues who may be excited by, cautious about or resistant to AI;
- Creative and practical, able to move from ideas to working solutions without losing sight of risk, workload or sustainability;
- Committed to the School's core values: intellectual curiosity and scholarship, endeavour, breadth and balance, and valuing one another and the environment;
- Committed to fostering an inclusive environment, respecting and valuing the diverse experiences, perspectives and backgrounds that enrich the School community;
- Receptive to feedback and committed to continuing professional development in a fast-moving field;
- Shows understanding of the responsibilities inherent in working with children including safeguarding and promoting their welfare.





Safeguarding

All staff must understand their responsibilities to safeguard and promote the welfare of children and young people. This will include:

- Promoting and safeguarding the welfare of children and young people at all times, in line with the school's Safeguarding Policy, the Code of Conduct and the statutory guidance Keeping Children Safe in Education (KCSIE).
- Reporting any safeguarding concerns to the Designated Safeguarding Lead (DSL), or a Deputy DSL (DDSL), in line with school procedures.
- Undergoing required safeguarding training and remaining up to date with safeguarding policy updates in line with the timescales required.
- Exercising professional judgement when handling and sharing information and content, ensuring that no material compromises the safety, dignity or privacy of children or young people.

Review

The job specification will be reviewed biennially as part of the professional development cycle. Any changes may only be made by agreement with the Head of Department and Deputy Head (Staffing and Operations).





Terms and Conditions

Teaching Staff Salary Scale and Employment Benefits

The Perse School's salary year normally runs from 1st September to 31st August. The Perse Salary Scale is set significantly above the maintained sector to recognise the high levels of commitment required of all staff and the contribution they make to school life. Teachers at The Perse School are required to be involved in the pastoral life of the school, for example as a form tutor and contribute to the extra-curricular programme, alongside their academic teaching. These elements of a teacher's role are fundamental to working at the school and are embedded in our core values.

Membership of the **Aviva Pension Trust for Independent Schools (APTIS)** is offered to those members of staff on a teaching contract. New teachers joining the school from September 2024 will be auto-enrolled into APTIS. APTIS is a Defined Contribution (DC) scheme.

Contributions are paid into the scheme by both the school and the employee and are invested by the provider (Aviva) on your behalf. The benefits at retirement are based on the amount accumulated within the plan by the time you choose to receive your pension benefits and this, in turn, is determined by the amount of contributions paid in and the investment returns achieved.

The school will contribute up to a maximum of 23.68% of your pensionable salary into the APTIS pension scheme and a Death In Service scheme (life assurance policy, that would pay out a lump sum of three times your salary if you die whilst you are employed by the school). This is reflected in the table below as the 'APTIS max' which is an indicative 'basic gross salary' at different Scale Points before pension contributions and PAYE (National Insurance and Income Tax) are taken out. In addition, teachers receive a **school payment/class teacher** allowance and where relevant to the role, additional responsibility allowances.

Teachers can opt to change their employer contribution rate into APTIS, subject to a minimum of 13.75%, with the difference taken as a 'non-pensionable income supplement' (**which equates to additional salary**). This is reflected in the table as the 'APTIS min' which is an indicative basic gross salary at different Scale Points before pension contributions and PAYE (National Insurance and Income Tax) are taken out.



Terms and Conditions

Service scale from September 2026

		Salary £	
Scale Point	In Year	APTIS max	APTIS min
S1	1	£38,296	£41,476
S2	2	£40,485	£43,847
S3	3	£43,450	£47,059
Threshold 1			
S4	4	£46,223	£50,062
S5	5	£49,808	£53,945
S6	6	£53,670	£58,127
S7	7	£56,808	£61,526
Threshold 2			
S8	8	£58,168	£62,999
S9	9	£60,200	£65,200
S10 ^{^A}	10	£61,375	£66,472
Threshold 3			
S11*	12	£62,924	£68,150
S12*	14	£64,282	£69,621
S13*	16	£66,139	£71,632

*There is annual progression for a full time and part-time teacher subject to threshold criteria assessment up to and including point 10. Thereafter the service scale is biennial for a full and part-time teacher subject to threshold criteria assessment.

[^]New starters are capped at S10.



Terms and Conditions

In addition to the basic Scale Point, teachers' salaries at The Perse School are made up of a combination of **School Payment Allowance** (Upper and Prep only) or Pelican Class teacher Allowance and **Responsibility Allowances** (if allocated).

School Payment	Salary £	Salary £
	APTIS max	APTIS min
Upper School Payment	£3,020	£3,271
Prep School Payment	£1,363	£1,476
Pelican Class Teacher Allowance	£779	£843

Responsibility Allowances	RAs	APTIS max	APTIS min
All Schools	1	£402	£436
Combined maximum (62)	62	£24,898	£27,006
Single role maximum (52)	52	£20,882	£22,650

School Payment: in recognition of evening commitments, residential trips, non-term time holiday activities, preparation of public exam classes and some market differences the additional payment is made to all Prep and Upper teaching staff.

The Pelican Class Teacher Allowance reflects the unique role of class teachers at The Pelican who have responsibility for both pastoral care and the significant majority of subject teaching. The Pelican class teacher effectively has sole academic and pastoral responsibility for all the pupils in their form.

Responsibility: can be recognised both in terms of timetable remission and/or responsibility payments. Responsibility payments are made to teachers whose duties include a substantive additional responsibility that is not required of all teachers.

Weekend Payments: staff who take responsibility for a team fixture or other preauthorised responsibility (drama rehearsal, outdoor pursuits activity) on a weekend in term time can claim a non-pensionable Weekend Payment, termly in arrears at either a standard £118 or enhanced rate £145, per fixture/activity.



Benefits

- Teachers undertaking research which will benefit the school may apply for a non-pensionable research award valued at £730.
- Excellent professional development opportunities and access to funding on a range of qualifications which include, PGCE, Masters level and Leadership qualifications.
- Ability to get involved with a range of extra-curricular activities and exciting trips including outdoor pursuits.
- Parking on site and Cycle to Work scheme also available.
- Free lunch in the dining room during term-time and tea and coffee in the staff room.
- Free access to sports facilities including a gym and swimming pool during defined periods.
- Opportunity to join in with social activities organised by the School's Social Committee.
- Generous sick leave and parental leave pay above the statutory requirements.



Application process

Please click on [How to Apply](#) which links to the vacancies section of the website to register/sign-in and submit your application. Any queries regarding the application process should be directed to the HR Co-ordinator at recruitment@perse.co.uk

Interviews

The closing date for applications is **Thursday 25 June at 9.00am**, but applications will be considered as they are received. The Perse School reserves the right to make an appointment before the closing date. Interviews will be scheduled for **Tuesday 30 June**. Candidates may be asked to teach a lesson and to complete a practical task or presentation related to AI, workflow improvement and staff training and will be given information in advance to help prepare.

Safer Recruitment

The Perse School recognises that an important element in safeguarding our pupils is a robust recruitment process that incorporates measures to deter, reject or identify people who might abuse children, or who are otherwise unsuited to work with them. We are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including: references from previous employers, a Disclosure and Barring Service check at the enhanced level, as well as eligibility to work in the UK (in compliance with UK immigration regulations). All work carried out at the school on a regular basis amounts to regulated activity. This role is also exempt from the Rehabilitation of Offenders Act 1974.

Safeguarding and promoting the welfare of children is everyone's responsibility. The school is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The school requires everyone who comes into contact with children and their families to share this commitment. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.

Recruitment Policy

The School's Recruitment, Selection and Disclosure Policy and Procedure is available for your information on the school website. The Perse School actively supports equality, diversity and inclusion and encourages applications from all sections of society.



Helpful Links



[The Perse Upper
interactive prospectus](#)



[The Perse Sixth Form
interactive prospectus](#)



[The Perse Virtual Tour](#)



[The Perse school
vision and values](#)



[Teacher research](#)



[Working at
The Perse School](#)

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