

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Assistant Headteacher
Assessment, Curriculum and Reporting

(Leadership Group 14-18
+ Fringe)

September 2023



Richard Hale School

Assistant Headteacher

Start date: 1st September 2023

Leadership Group 14-18 (+ Fringe)

Thank you for your interest in the post of Assistant Headteacher. The Application Pack consists of the following documents and an application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under Teachers Application Form.

- Copy of the advertisement
- Information about the school
- Information about the Senior Leadership Team
- Job Description
- Person Specification

Please note:

- **Closing date**

The closing date is **Monday 24th April 2023 at 9am** with interviews to take place by the end of the week or the beginning of the following week.

- **Electronic version of the application form**

The application form can be found on our website <https://www.richardhale.herts.sch.uk/vacancies/> under Teachers Application Form and guidance notes are provided to assist you.

- **References**

Please ensure that you provide **email addresses** for all your referees as we may request references by email. A **mobile number** for them would also be useful. Referees are likely to be contacted after shortlisting, but before the interview stage.

- **If you have any queries regarding this post**

For general enquiries about the recruitment process, please contact Sue Homan, HR and Office Manager on 01992 583441 (sho@richardhale.co.uk). If you would like to discuss the role or find out more about the school, please contact Jane Beacom, Deputy Headteacher, on 01992 583441 (bm@richardhale.co.uk). **Visits to the school are most welcome.**

- **How to apply**

Please complete the application form and return it to the school by the closing date, together with a letter of application, on no more than two sides of A4, which outlines the skills and abilities you could bring to the post. Please forward these by email to Sue Homan at sho@richardhale.co.uk. Please accept our apologies as we may not be able to notify all candidates of the outcome of their application.

- **Criminal Declaration Form**

All applicants invited to interview will be required to complete a Criminal Declaration Form prior to interview. This is available on the website under the vacancies tab.

We look forward to reading your application and thank you for your interest in our school.



Richard Hale School

Assistant Headteacher Required for 1st September 2023

We are seeking to appoint an enthusiastic and inspirational teacher to join a strong and well-established Senior Leadership Team. The position provides an opportunity for someone to build on the successes of the school and to support its further development. The post is available due to the current post holder securing a Deputy Headship.

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced DBS check (Disclosure & Barring Service).

The Application Form and further information can be downloaded from the school's website or you may contact Sue Homan on sho@richardhale.co.uk. The application form, together with a letter of application of no more than two sides of A4, outlining the skills and abilities you could bring to the post, should be emailed to Mrs Homan. Closing date for applications is **9am on Monday 24th April 2023.**



Richard Hale School

Information about the school

Richard Hale School, called after its original wealthy benefactor, has stood on its present site since 1930. It was founded as Hertford Grammar School in 1617 on a site behind All Saints' Church nearer the town centre and changed its name in 1974 when it became a comprehensive school. A door from the original school can be seen in the main foyer when you enter the school giving that sense of history that we are very proud of.



Richard Hale is an 11 - 18 year old boys' comprehensive school with a six-form entry in Year 7. The school has 1200 students with 180 in each year group and over 300 in the sixth form which is mixed. We are heavily oversubscribed with 500 applications for 180 places.

Year 7 students are drawn from approximately 50 primary schools with admissions based on the post coding of traditional parishes. The intake comes from a large area of East Hertfordshire, particularly Hertford, Ware and the surrounding villages. The Sixth Form has continued to grow since becoming co-educational in 2005. It is now one of the largest in the area, attracting boys and girls from further afield than the immediate locality.

The school's buildings have been improved extensively over the years. Facilities include a Sixth Form Centre with tutorial rooms and a large study room. We have improved the facilities on site with a refurbished Engineering block. During 2017 a 3G all-weather football pitch was added to provide improved sport facilities for the students and in September 2022, we opened our brand-new Sports Hall, which includes a fully equipped gym. We play Rugby games at Hertford Rugby Club; this provides a real experience for the students playing in front of a good crowd and under floodlight during the winter evenings. We run a complete set of Saturday morning fixtures in rugby, football, and cricket over the year.



Underpinning all the work done within the school is a steadfast commitment to develop our students into thoughtful, respectful, and focused individuals who are able to make a positive contribution to the community and wider world.



We are a Good School as Ofsted confirmed in our Ofsted Inspection from 2019. The feedback and report reflect the many strengths of the school. The report is available on the website, but the following quotes really show what the school is like, "Pupils are proud to tell their friends that they attend the school. Parents typically say, 'My son loves coming to school. We are proud that our son is a Richard Hale pupil,'" and "Staff and pupils explained to inspectors that they feel like they are part of a large, supportive family."

The school curriculum and extra-curricular activities

Our curriculum is traditional in principle, but also provides innovation where possible. Some key characteristics:

- We teach KS4 over three years so we can develop skills and enrich the students' learning experience alongside the increased content the new qualifications require.
- Approximately 70% of students take a modern foreign language and individual sciences at GCSE, placing the school in the top 20 percentile for these subjects.
- Our Design and Technology provision includes Engineering, which is very popular at KS4.
- We have a garage on site allowing the students to experience motor engineering, this is alongside the other D&T disciplines.
- We offer a broad and balanced curriculum which provides a range of opportunities for our students catering for all interests and aspirations.
- Students in the Sixth Form have access to two learning pathways, academic or vocational. The Advanced Level offer is extensive with 21 subjects taught on site. BTEC Business, Science and Sport provide students with a more focused vocational curriculum.



At KS5 we teach a linear syllabus with students sitting examinations at the end of the two-year course. Our destination data is strong with all our students achieving offers for university, many of these from the Russell Group, or successful entry into apprenticeships or employment.

Student achievement is high with 92% achieving 9 to 4 in English and Maths in 2022 and 69% achieving 9 to 5 in these subjects. The progress of students is an area which has been a focus over the last few years, and we were delighted to achieve a progress score of 0.4 in 2022.

Our aim is to create a learning environment in which all students can develop their learning, intellectual and personal abilities, both inside and outside the classroom. To this end we provide an extensive extra-curricular programme, with the school excelling in sport, music, drama, science and engineering competitions. Our Duke of Edinburgh's Award programme is strong with large numbers of students taking bronze or gold awards. The school's ethos is one of encouraging the participation of students in the wider school community through a diverse range of opportunities at all levels.



Much of the school activity is centred on the House system. Each pupil is allocated to one of the six houses (Cowper, Croft, Hale, Kinman, Page, Wallace) and throughout their school lives enjoy and compete in many activities, mainly organised by themselves and supported by the Heads of House. These range from sport, music and drama competitions to chess and other types of activity.

Further information on the school and its history and achievements can be found on our website at www.richardhale.herts.sch.uk



Richard Hale School

Information about the Senior Leadership Team

(written by the Headteacher)

The SLT at Richard Hale School is a well-established and cohesive group. I joined the school in January 2018 as Headteacher and have been in post for over 5 years. It has been an interesting 5 years so far with many challenges!



SLT has a wide range of experience within it and allows us to have open discussions and I welcome all feedback to ensure the changes and developments we make in the school are undertaken for the good of the students. This post will help support the development of the school and strengthen SLT to ensure we can provide the best experience possible for the students.

SLT is made up of myself and two deputies. Jane Beacom oversees standards in English, Maths and the Sixth Form and Matthew Greenwood is the Designated Safeguarding Lead and in charge of behaviour across the school. In addition, we currently have five Assistant Headteachers. Huw Davies leads on KS3, transition from KS2 and NQT induction. Louise Morris leads on T&L and CPD, Kevin Patterson leads on achievement and behaviour at KS4, Phil Camm leads on careers and enterprise, extra-curricular and achievement across the school and James Allaway who leads on Curriculum, timetabling and reporting across the school. Matthew Botheras is the School Business Manager, and he also sits on SLT. This is only a brief outline of their roles (they do much more!). All members of SLT line manage Heads of Department and/or Heads of Year and have areas of responsibility across the school. It is our intention to give all members of SLT opportunities to contribute widely to many areas of school life whilst taking a lead on key areas of school improvement.

We are a school where CPD is important. We run a wide range of individual and whole school CPD which is personalised to ensure staff develop the skills they need. We also run specific leadership training, this is run in conjunction with Presdales school where we run middle leader and senior leadership training. Anyone joining the team would have the support of other members of the team alongside a weekly meeting with myself to support their development and role in school. I meet with all members of SLT each week to discuss progress on areas for development, line management etc. However, I operate an open-door policy and people can come and see me at any time.

The post becomes available as James Allaway (Assistant Headteacher) has secured a Deputy Head position and will be taking up this role in September. I think the role is an exciting opportunity to build on the work that is already in place whilst giving scope to develop and look at new and exciting innovations we can make to the curriculum, assessment and reporting.

The post will also involve other duties for the successful applicant; these will be based on experience and discussion with the successful applicant prior to taking up the post.

The post will involve teaching; no specific subject is requested as we are looking for someone with the right skill set and ambition to contribute to school development. The position would provide excellent professional development for someone who is keen to go onto Deputy Headship and Headship.



Richard Hale School

Job Description: Assistant Headteacher (Curriculum, Assessment and Reporting)

Job Title

Assistant Headteacher (Curriculum, Assessment and Reporting)

Job Purpose

To support the improvement and development of the school through leadership at senior level. This will involve working closely with middle leaders to secure improvement through guidance and accountability as well as leading on key aspects of the school. To lead on specific aspects of school improvement, curriculum, assessment and reporting and work as part of the collective SLT and Governors to set the strategic direction of the school.

Objectives

- To raise standards of student achievement at all levels.
- To enhance the teaching and learning in the school.
- To lead and manage staff as directed by the Headteacher.
- To improve outcomes across the school through curriculum design, tracking and monitoring of student achievement.

Principal Responsibility Areas

- To contribute to the strategic direction of the school.
- To oversee curriculum structure, development, and innovation.
- To improve the quality of T&L through the provision of high-quality data to inform teaching and intervention.
- To ensure targets are reviewed and set to provide challenge for students and teachers to support the best outcomes across all key stages.
- To monitor the performance of data and produce intervention lists to support the intervention at all key stages.
- To lead and manage the reporting system for parents.
- To create and update the school timetable, monitoring the changes needed and addressing these as they arise.
- To organise and manage cover arrangements for both planned and unplanned staff absence to ensure the quality of learning is maintained to the highest possible standards and efficient running of the school.
- To lead and manage staff.
- To manage a school wide budget as required.
- To lead on whole school events.
- To participate in the wider life of the school.

Key Tasks

- To develop the curriculum across all key stages to build on student knowledge and skills to ensure continuous progression at each stage of our students' education.
- To establish, develop and implement policy in accordance with the requirements of the National Curriculum and of school policy and in line with recent inspection and research evidence.

- To develop the extended curriculum to ensure opportunities for enrichment are taken to enhance the learning and skills of our students.
- To establish systems to track student involvement in super and extra-curricular provision.
- To create the school timetable, in particular the liaison with Heads of Department in the creation of their subject timetables and ensure these are effectively shared with staff and students, including addressing issues at its conception and changes throughout the year.
- To liaise with the necessary staff for the smooth running of the options process at KS4 and KS5.
- To liaise and lead administrators in the management of key data tasks such as the census and other information required by the DFE.
- To monitor and evaluate the effects of policies and plans, establishing clear targets for improving and sustaining pupil achievement.
- To monitor and evaluate the progress and achievement of all pupils, identifying clear targets for improvement, liaising with FFT and ALIS concerning target setting and ensuring Heads of Department and teachers use this data to inform intervention.
- To improve the quality of data on each student and how this is used to inform teaching across the school.
- To monitor and update the school assessment calendar to ensure impact on student achievement whilst monitoring workload balance for staff. To implement the assessment calendar alongside the school calendar to ensure staff workload is supported.
- To improve systems used for tracking and monitoring the performance of students and subjects so that it impacts on student performance across all key stages.
- To provide useful data for parents to inform them of their child's progress and areas for improvement.
- To work with the Administrative team to update and maintain the use of the SIMS APP in order to provide relevant up to date information to parents and students.
- To prepare data for examination results for whole school analysis at KS4 and KS5.
- To support the data analysis on download and results days to support processes in place for students in preparation for transition to KS5 and Post 18.
- To prepare data evaluations for Governors, the school website and OFSTED as required.
- To develop effective working relationships with all staff at the school, parents, senior leaders, and governors.
- To participate in the performance management of staff as required by school policy.
- To support Heads of Department through regular monitoring activities such as learning walks and marking scrutinies and the provision of supportive and developmental feedback.
- To contribute to SLT monitoring across the school as required.
- To lead and partake in staff CPD as required.
- To build a knowledge of SIMS applications and work with Administrative staff in maintaining and developing provision for staff and parents through this software.
- To update, produce and implement school policies and procedures.
- To teach students in line with the requirements of the school across all key stages.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in the job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Responsible to: Headteacher



Richard Hale School

Person Specification: Assistant Headteacher (Curriculum, Assessment and Reporting)

Qualification	Essential	Desirable
A good honours degree (2:2 or above)	Y	
Qualified teacher status	Y	
Relevant further qualifications		Y
Professional development focused on acquiring a senior leadership position	Y	

Experience of teaching /Management	Essential	Desirable
On appointment, at least three years' experience as a successful middle leader in a 11-18 secondary school	Y	
An outstanding practitioner across all Key Stages	Y	
Experience of management within faculty or department or year team	Y	
Experience of leadership at whole school level		Y

Knowledge, skills and attributes	Essential	Desirable
Thorough knowledge and understanding of current curriculum issues .	Y	
An understanding of the Ofsted Framework and the implications of this in the areas of curriculum and assessment.	Y	
Maintain a high standard of discipline in the classroom through well focused teaching and good classroom management.	Y	
Keen to promote the expectations and rules of the school to maintain an orderly and supportive environment for the students to learn.	Y	
Proven ability to bring about improvements in the quality of teaching and learning across a group or key stage that results in improved outcomes for students	Y	
Application of a range of teaching strategies	Y	
Experience of using IT effectively and innovatively to improve the quality of learning in the school.	Y	
A good understanding of the applications within SIMS	Y	
A good understanding of school accountability measures	Y	
Ability to analyse a wide range of performance data	Y	
A good understanding of target setting methodology	Y	

An understanding of the challenges and benefits that come with single sex education		Y
Experience of holding members of staff to account in order to improve outcomes	Y	
An understanding of timetable construction and applications associated with the creation of the timetable		Y

Personal qualities and attributes	Essential	Desirable
Ability to build and maintain effective relationships with students	Y	
Ability to build and maintain effective relationships with all staff	Y	
Ability to communicate effectively to staff, parents and students, orally and in writing	Y	
Ability to work in a team, enthusiastically and deliver stated aims and vision	Y	
Ability to manage conflict	Y	
Ability to prioritise, plan, manage time effectively, and to organise self and others	Y	
A clear sense of professionalism, and a commitment to upholding standards and to setting an appropriate example	Y	
Loyalty, enthusiasm and a sense of humour	Y	
Willingness to offer and participate in extra-curricular activities	Y	