

# Richard Hale School



400 YEARS OF EXCELLENCE

## Application Pack

Head of Physics  
(MPS/UPS & TLR £9,782)

Full-time

1<sup>st</sup> September 2025



# Richard Hale School

## Head of Physics

**Start date: 1<sup>st</sup> September 2025**

Thank you for your interest in the post of Head of Physics. 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 on the department
- Job Description

Please note:

- **Closing date**  
Closing date is **9am on Monday 31<sup>st</sup> March 2025**. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is essential.
- **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 will 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 Mrs Sue Homan, HR Manager, on 01992 583441 ([sho@richardhale.co.uk](mailto:sho@richardhale.co.uk)). If you have any specific questions relating to Science, please contact Dr Louise Morris, Assistant Headteacher ([ms@richardhale.co.uk](mailto:ms@richardhale.co.uk)). **Visits to the school are most welcome.**
- **How to apply and where to send your completed form**  
Please complete the application form and return it to the school as soon as possible, 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 Mrs Homan at [sho@richardhale.co.uk](mailto: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

## Head of Physics Required for 1<sup>st</sup> September 2025 Full-time

We are seeking to appoint an enthusiastic and inspirational teacher to lead the Physics Department. The position provides an opportunity for someone to build on the successes of the department.

Separate sciences are taught by 13 teachers in the department from KS4 onwards. Our KS3 curriculum has been condensed into two years, allowing time for KS4 students to study science GCSEs over three years. The majority of our students study separate sciences but we also deliver the trilogy combined science course. Students follow the AQA specification in all three sciences.

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 Mrs Homan by email, [sho@richardhale.co.uk](mailto: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 is **Monday 31<sup>st</sup> March 2025**. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is essential.



# 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 on average 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 recent Ofsted Inspection last summer. The feedback and report reflect the many strengths of the school and recognises the, “significant improvement,” at the school in the last 6 years. The report states that, “The school is a happy place to learn and work in,” and that, “Pupil’s behave well in and out of lessons. This happens because they build positive relationships with staff.” Ofsted also recognised that, “Leaders are mindful of the pressures on staff and have made considered changes to policies and practice to help reduce workload and increase staff’s wellbeing.”

### **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. Further details are available on the website.



Student achievement is high with 83% achieving 9 to 4 in English and Maths in 2024 and 66% 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 are delighted that our progress score will be above average again this year and well above average for boys. The school's performance indicators are all significantly above the national average in every measure, but particularly for boys.

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, silver and 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](http://www.richardhale.herts.sch.uk)



## **Richard Hale School**

### **Information about the department**

The Science Department is located in nine laboratories, fully equipped for experimental work across all Key Stages. There is office space for all staff and three prep rooms run by three science technicians.

Separate sciences are taught by 13 teachers in the department from KS4 onwards. There are 3 Physics specialists. Our KS3 curriculum has been condensed into two years, allowing time for KS4 students to study science GCSEs over three years. The majority of our students study separate sciences but we also deliver the trilogy combined science course. Students follow the AQA specification in all three sciences.

Over half of our KS5 exam entries are in Science and Maths, and we teach science A-Levels in Biology, Chemistry and Physics, with four classes in each of these subjects across the sixth form. At A-Level, students follow the AQA specifications. We also run the BTEC Level 3 Extended Diploma in Applied Science course over two years, which gives students a qualification equivalent to three A-levels, and includes units in Biology, Chemistry and Physics.

The outcomes in Science are very strong with both value added and attainment significantly above national averages.

Our aim throughout our students' education is to provide them with an excellent understanding, appreciation and enjoyment of science. This is further supported by our extra-curricular science programme, which includes junior and senior STEM clubs run by teachers and assisted by sixth formers, plus astronomy lunchtime lessons. Students can gain CREST Awards, and we enter regional and national competitions, having competed at the national Big Bang at Birmingham NEC several times. We also have strong links with industry and universities, including GlaxoSmithKline and Cambridge University where students undertake visits, work experience and master classes. Many of our students go on to study or work in scientific fields when they leave Richard Hale, and we encourage and support them to do so.



# Richard Hale School

## Job Description: Head of Physics

### Job Title

Head of Department

### Job Purpose

To promote professional leadership and management of the subject within the school, to secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all students.

### Objectives

- To raise continuously standards of student achievement at all levels
- To foster enjoyment and satisfaction in the study of the subject by students
- To enhance the teaching and learning
- To lead and manage the department effectively

### Principal Responsibility Areas

- Strategic direction of the department
- Teaching, learning and the curriculum
- Leading and managing staff
- Managing resources

### Key Tasks

- To establish a vision and development plans for the subject in respect of students of all ages, and abilities
- To establish, develop and implement policy and schemes of work for the subject in accordance with the requirements of the National Curriculum and of school policy and in line with recent inspection and research evidence
- To monitor and evaluate the effects of subject policies and plans, establishing clear targets for improving and sustaining student achievement
- To implement school policies and procedures
- To lead the teaching of the subject by example
- To monitor and evaluate progress and achievement of all students, identifying clear targets for improvement
- To set expectations for the work of all staff involved in the teaching of the subject and to take action to secure improvement
- To develop effective working relationships with all teachers of the subject, parents, senior leaders and governors
- To participate in the performance management of staff as required by school policy
- To support members of their department through regular observations, learning walks, and marking scrutinies and providing supportive and developmental feedback



- To lead and participate in the development of staff involved in the teaching of the subject
- To establish, maintain and develop appropriate resources and the environment for teaching and learning
- To ensure the effective management and organisation of learning resources including information technology
- To manage the financial resources allocated to the department effectively and efficiently

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 a manager 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:** The Director of Science

**Working time:** 195 days / 1265 hours per year



# Richard Hale School

## Person Specification: Head of Physics

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

Experience of teaching	Essential	Desirable
Knowledge and understanding of Science at KS3, GCSE and Advanced Level	Y	
An outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students	Y	
Maintain an excellent standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management	Y	
Use an appropriate range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students	Y	
Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons	Y	
Secure knowledge and understanding of the knowledge, concepts and skills in teaching Science	Y	
Knowledge of how to give positive and targeted support to students with special educational needs	Y	
Experience of using IT effectively and innovatively to improve the quality of learning in the school	Y	
Ability to analyse a wide range of performance data for your classes	Y	
Reflect on own practice	Y	
Application of a range of AFL techniques	Y	
Experience of Advanced Level teaching		Y
Use research evidence to inform and improve teaching	Y	
An understanding of the challenges and benefits that come with single sex education		Y

<b>Experience of Leadership /Management</b>	<b>Essential</b>	<b>Desirable</b>
On appointment, at least three years' experience as a successful teacher in a 11-18 secondary school		<b>Y</b>
Experience of management within faculty, department or other leadership position.		<b>Y</b>

<b>Knowledge, skills and attributes</b>	<b>Essential</b>	<b>Desirable</b>
Thorough knowledge and understanding of current curriculum issues specific to the department.	<b>Y</b>	
Keen to promote the subject in all Key Stages, including willingness to offer, and participate in, subject-specific field trips and educational visits	<b>Y</b>	
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	<b>Y</b>	
Ability to analyse a wide range of performance data	<b>Y</b>	
Understanding and knowledge to apply and support the safeguarding policies and processes in the school.	<b>Y</b>	

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

Evidence assessed from: Application form (F), Interview (I), References (R)