

Richard Hale School



Application Pack

Higher Level Teaching Assistant
Intervention Co-ordinator
(H5)

September 2025



Richard Hale School

Higher Level Teaching Assistant - Intervention Co-ordinator (SEMH or Literacy)

Thank you for your interest in the post of a Higher Level Teaching Assistant Intervention Co-ordinator. 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 Support Staff Application Form.

- Copy of the advertisement
- Information about the school
- Information on the department
- Job Description

Please note:

- **Closing date:** – Closing date for applications is **9am on Monday 14th July, 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 Support Staff 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.
- **If you have any queries regarding this post**
For general enquiries about the recruitment process, please contact Mrs Homan, HR Manager on 01992 583441 (sho@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. 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.

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



Richard Hale School

Higher Level Teaching Assistant - Intervention Co-ordinator (SEMH/Literacy) Required for September 2025

We are looking to appoint a motivated, enthusiastic and committed person to join our Student Support Centre. The successful candidate will have experience as a Teaching Assistant or experience of working with children with special educational needs and will support students in a full range of subjects. As Intervention Co-ordinator, you will work with the SENCO in delivering intervention to support students in the area of SEMH or Literacy, and in monitoring the delivery and impact of the interventions. The position is for 35 hours per week, between the hours of 8.30am – 4.30pm Monday to Friday, term time plus one week. The salary will be dependent upon experience but will be paid on point H5, salary in the range £26,409-£28,624 (pro rata) plus outer fringe.

Richard Hale is a very successful, oversubscribed, 11-18 boys' school with an expanding co-educational Sixth Form located in the centre of the county town of Hertford. The School has an impressive reputation for achievement both academically and in a wide range of extra-curricular activities.

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

The Application Pack together with the application form can be downloaded from the School's website or you may contact Mrs Homan by email, sho@richardhale.co.uk. The application form, together with a personal statement, on no more than two sides of A4, outlining the skills and abilities you could bring to the post, should be emailed to Mrs Homan by 9am on Monday 14th July, 2025.



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 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.

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 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 department

Staffing

Sarah Morris	Associate Assistant Headteacher SENCO
Laura Reeves	SEND and Student Support Centre Officer
Mark Rayfield	Intervention Teacher
Josephine Pegram	Higher Level Teaching Assistant
Jennifer Whitehead	Higher Level Teaching Assistant
Zoe Dupplaw	Teaching Assistant
Kayleigh Soanes	Teaching Assistant
Carly Toms	Teaching Assistant
Sanj Welgama	Teaching Assistant
Isaac Deacon	Teaching Assistant
Sandy Cunningham	Teaching Assistant

Richard Hale School is inclusive and aims to promote equality of opportunity, excellence and the development of individual potential. We believe that all our students are of equal value and share the same educational rights - irrespective of race, gender, sexuality or disability – and are given the same opportunities to progress and fulfil their potential. The school recognises the whole person and the gifts they may possess.

All students are entitled to, and should have the opportunity to, develop a wide range of learning and life skills. We believe that this entitlement should be delivered through a balanced and broad curriculum. We hope that all our students will develop the knowledge, skills and critical reasoning to function autonomously throughout life.

The Student Support Centre is led by Miss Sarah Morris, Associate Assistant Headteacher and SENCO. The school has a team of Teaching Assistants with training and experience of supporting students with a variety of needs such as Social, Emotional Mental Health, Autism, Speech, Language and Communication Difficulties and Literacy Difficulties.



Richard Hale School

Job Description: Higher Level Teaching Assistant – Intervention Co-ordinator SEMH/Literacy

Job Purpose

To support the inclusion and progress of students with Special Educational Needs and Disabilities.

Main purpose of the post

To work under the guidance and direction of the SENCO and within an agreed system of supervision, to implement agreed work programmes/intervention strategies in the classroom and assist the class teacher in evaluating their impact. This will also involve assisting the teacher in planning, and the management/preparation of resources. The HLTA will work with and receive instructions from the SENCO, Teachers, and other professionals and will implement an agreed support programme in an agreed area. This will involve planning appropriate sessions, the management/preparation of resources, monitoring and evaluating the impact of the intervention.

Main Duties

In relation to the students:

- Establish positive and productive working relationships with students and actively promote the inclusion of all students.
- Establish positive relationships with parents and regularly communicate with home.
- To develop an understanding of the special needs of the student/s concerned and where necessary refer any concerns to line manager.
- To encourage the inclusion of the student/s within the class taking into account the students special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- Assist students in their work according to need, keeping them on task, developing an understanding of self-esteem, independence, and other strategies for learning.
- To develop study and organisational skills.
- To support the behavioural and emotional needs of students, in line with classroom and school policies.
- To support student's personal development in 1:1 keyworker sessions.
- To consolidate learning through 1:1 or small group sessions with students.
- To support primary transition and Year 7 forms for the first two terms of Year 7.
- To scribe and invigilate for external examinations, under the direction of the Examinations Officer through the Head of Inclusion.
- To provide advice and guidance to teachers, parents and students in how to further support students to enable them to reach their potential.
- To support the SENCO with smooth day-to-day running of the SCC as needed for example planning TA cover, coordinating SSC staffing in response to daily changes, and being a point of first contact in response to student incidents.
- To support the SENCO with administrative tasks requiring knowledge and experience of SEND, such as producing pupil passports, producing and reviewing IEPs, and assisting with re-drafts of the TA timetable.
- To support TAs in their role through providing mentoring for those with less experience or are new to the role.

In relation to outside agencies and other professionals, including Annual Reviews:

- To provide written reports for Annual Reviews and meetings, as required.
- To support the SENCO as required in preparation for annual reviews.
- To complete daily Record of Work sheets to support the tracking of students and identify areas for additional support.

In relation to the teachers:

- To support the teacher in the development and the presentation of the students individual programme.
- To have clear lines of communication with the student's teacher.
- To have formal meetings with teachers to enable planning and preparation for lessons, where time permits.
- Where appropriate, to act as liaison between students and the teacher.
- Involvement in keeping records and evaluation of students programmes

In relation to the school:

- Report to Student Support Centre each morning, as directed – in case of any changes to timetables or staffing.
- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To be aware of school policies and procedures, including those relating to confidentiality.
- To identify personal in-service needs and to attend appropriate internal and external in-service training.
- Any other tasks as directed by the Headteacher which fall within the purview of the post.

Supervision

Direction from SENCO and within an agreed system of supervision. This will also involve:

- Supporting the teacher in planning, and the management/preparation of resources and delivery in the classroom.
- Work with and receive instructions from the SENCO, Teachers, and other professionals to provide high quality support for the students.
- To support the SENCO with smooth day-to-day running of the SCC as needed for example planning TA cover, coordinating SSC staffing in response to daily changes, and being a point of first contact in response to student incidents.
- To support the SENCO with administrative tasks requiring knowledge and experience of SEND, such as producing pupil passports, producing and reviewing IEPs, and assisting with re-drafts of the TA timetable.

Contacts

Maintain positive relationships with all stakeholders.

Knowledge and Experience

- Sound knowledge of curriculum in order to benefit pupil achievement
- Sound knowledge of ICT

Problems and Decisions

- Dealing with a number of queries simultaneously

We reserve the right to review and change the job description, in consultation with the postholder, dependent on the changing circumstances of the school.

Intervention Co-ordination

- Implement an agreed support programme in a designated area. i.e. Literacy or SEMH in liaison with the SENCO.
- This will involve a range of aspects for the programme including planning of the intervention programme (overview and individual sessions) the delivery of these sessions to ensure that the intervention is appropriate and has the required impact, and the management and preparation of resources for the interventions.
- Use a range of assessment tools to monitor and evaluate the impact of the interventions and adjust these based on data to ensure high quality outcomes for the students.

Responsible to the Associate Assistant Headteacher SENCO

The position is for 35 hours per week, between the hours of 8.30am – 4.30pm Monday to Friday, term time plus one week. The salary will be dependent upon experience but will be paid on grade H5, salary in the range £26,409-£28,624 (pro rata) plus outer fringe.

This job description is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed annually and can be added to at the discretion of the Headteacher.

An enhanced DBS check will be required for this post.

The job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.



Richard Hale School

Person Specification: Higher Level Teaching Assistant – Intervention Co-ordinator SEMH/Literacy

Attributes	Essential	Desirable
Qualifications	➤ GCSE English and Maths at grade C/4 or above	➤ Higher level qualifications ➤ Evidence of professional development and continuous learning relevant to the role
Work Related experience and associated skills	➤ Two Years minimum experience as a TA or equivalent position ➤ Experience of working with children of secondary age ➤ Knowledge and understanding of a range of SEND needs ➤ Strong behaviour management skills which demonstrate the ability to manage students to advance learning and engage and motivate students ➤ The ability to de-escalate challenging behaviour and apply consistent behaviour strategies. ➤ To build and maintain excellent relationships with students in small groups and on a 1 to 1 basis. ➤ Use an appropriate range of learning strategies for small groups and individual students to engage and motivate them to enable the students to make good progress ➤ Ability to set clear and appropriate targets, feedback to students and support them to make progress ➤ Reflect on own practice ➤ Patience and an ability to show empathy ➤ Ability to mentor and support TAs with less experience and support teachers in delivering high quality learning to students with SEND. ➤ Proven experience of planning and delivering targeted intervention programmes.	➤ Experience of working with children with SEND ➤ CPD or qualifications in the area of intervention required (i.e. SEMH or Literacy)
Specialist knowledge and understanding	➤ Willingness to develop knowledge and understanding of the students you would work with ➤ Willingness to develop understanding of a range of special educational needs ➤ An understanding of how IEPs and pupil passports support the graduated response cycle for students. ➤ Ability to use a range of ICT to support students learning and to monitor their progress.	➤ Knowledge of how to give positive and targeted support to students with special educational needs
Personal skills and attributes	➤ Determination to encourage the highest quality of learning experience for all students ➤ Establish good and productive working relationships, and work well within a team	➤ Willingness to offer and participate in extra-curricular activities

	➤ Ability to communicate effectively to staff, students, parents, orally and in writing ➤ Excellent time management ➤ Demonstrate initiative, responsibility and professionalism ➤ To uphold and support the values of the school ➤ To be reflective and demonstrate a commitment to continuing professional development ➤ Ability to empathise with young people and yet be firm, fair and consistent when dealing with them ➤ Sense of humour and perspective	
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Evidence assessed from: Application form (F), Interview (I), References (R)