

Richard Hale School



400 YEARS OF EXCELLENCE

Application Pack

Key Stage 3 Maths Co-ordinator

September 2025

Full-time

MPS/UPS plus TLR 2A

£3,391



Richard Hale School

Key Stage 3 Maths Co-ordinator

Start date: 1st September 2025

Thank you for your interest in the post of Key Stage 3 Maths 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 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 Tuesday 22nd April, 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) or contact Terry McCarty, Associate Assistant Headteacher/Director of Maths (tmc@richardhale.co.uk) with any specific Maths related questions. **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. 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

Key Stage 3 Maths Co-ordinator Required for September 2025 Full-time

We are looking to appoint an enthusiastic and inspirational teacher to support the Head of Maths in developing and improving the outcomes and experience of students in a designated key stage.

The post is available as we are looking to expand the leadership opportunities across the department. The post would suit someone who is looking for a step into middle leadership or someone who wants to support the development of the department further. Although not essential, the ability or willingness to teach Computer Science at KS3 or KS4 would be an advantage.

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. 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 **9am on Tuesday 22nd April, 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 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 (from September 2025)

Staffing

Terry McCarty	Associate Assistant Headteacher, Director of Maths
Frank Brown	2 nd in Department
Bethany Brew	Teacher of Maths (ECT)
Dr Steve Coote	Teacher of Maths / Head of Year 12
Neal Hankinson	Teacher of Maths
Ivy Hore	Teacher of Maths
Velichka Koleva-Gunova	Teacher of Maths / Maths Intervention Co-ordinator
Marianne Laker	Teacher of Maths / KS4 Co-ordinator
Shukurat Muhammed	Teacher of Maths (ECT)
Position advertised	Teacher of Maths / KS3 Co-ordinator

Mathematics is a popular and very successful subject within the school; students achieve some of our best results at both GCSE and A Level year on year. Many students continue to study the subject at A Level and beyond, with students furthering their studies at universities such as Warwick, Durham, Nottingham, LSE and UCL.

Typically, we cater for more than 50 A level students in each of years 12 and 13 and we ensure that class sizes are kept as small as possible to ensure that all students are provided with excellent teaching and support. A number of our most able students elect to take Further Maths each year, often as their fourth A Level, this is taught in parallel to A level Mathematics.

All students are entered for GCSE Mathematics. In 2024, 88% of students achieved grade 4 or higher, with 24% at Grades 7 to 9. At Key Stage 5, in Mathematics, 54% of Year 13 students gained A*-B and 79% achieved A*-C. In Further Mathematics, 55% achieved A*- B and 87% achieved A*-C.

All students at Key Stage 3 and Key Stage 4 have 6 one hour lessons over a 50 period two-week timetable. A Level students have 10 one hour lessons over the 2 weeks. This time is divided between two teachers.

At Key Stage 4 all students study the Edexcel GCSE specification. The students in the top sets will extend their learning by studying the OCR Additional Maths content alongside their studies, resulting in an opportunity to complete the Free-Standing Mathematics qualification.

At A Level, students are prepared for the Edexcel examinations. All students study Pure Maths along with elements of Statistics and Mechanics. Our Further Maths groups in Year 12 and Year 13 take exams in Core Pure I & II and have an option to study two from D1, FP1, FM1 or FS1.

The department is staffed with nine well-qualified specialists, from very experienced members of staff to teachers just starting their career. The team works well to support the students and develop their mathematical understanding. The Head of Department is supported by a full-time Second in Department, both KS3 and KS4 Co-ordinators and an Intervention Coordinator for both

key stages. Each member of the team takes responsibility for certain aspects of the organisation of the subject.

The Mathematics Department currently resides in a dedicated block of 4 classrooms with 2 communal office spaces as well as 2 rooms in the main building. The department is equipped with computers in every working space, a wireless and ethernet network, digital projectors in every teaching room and access to 8 chromebooks. Students are supported in their learning by a good stock of specialist textbooks and on-line resources.

Students are set by ability from year 7 to 11. Setting is initially decided using a combination of internal assessment, CATS data and Key Stage 2 results. Students are assessed regularly and movement between sets is possible at any stage.

Students enjoy additional competitions in Maths. Amongst others, the department enters students for the annual UK Mathematics Challenge at Junior, Intermediate and Senior Levels, with an impressive record of success. Post-16 students usually attend subject specific lectures to support their learning and give them a flavour of what further study of Maths might entail. Visits to Bletchley Park have also proved popular with our future code-breaking students.



Richard Hale School

Job Description: Key Stage 3 Maths Co-ordinator

Job Title

Key Stage 3 Maths Co-ordinator

Job Purpose

To support the Head of Department in the promotion, resourcing and delivery of a designated key stage within maths. To develop the curriculum within a key stage under the direction of the Director of Maths and the Second in Maths. To add further support in the 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 pupils.

Objectives

- To ensure student entitlement to quality provision
- To support the Head of Department in continuously improving standards of student achievement.
- To foster enjoyment and satisfaction in the study of maths by students.
- To enhance the teaching and learning within a designated key stage.

Principal Responsibility Areas

To support the Head of Department in the:

- Teaching, learning and curriculum for the designated key stage
- Management of resources for designated key stage

Key Tasks

- To support the Head of Department to establish the vision and development plans for Maths at the designated key stage.
- To work with the Head of Department in establishing, developing and implementing policy and schemes of work for a designated key stage in Maths in accordance with the requirements of the national curriculum/exam board and the school, in line with recent inspection and research evidence.
- Alongside other leaders in the department, ensure the curriculum in the designated key stage is clearly sequenced leading to good progression for students.
- To create and develop assessment materials across the designated key stage. To work with other members of the department to support them in delivery and completion of the assessments.
- Alongside the Head of Department, monitor and evaluate the effects of subject policies and plans, establishing clear targets for improving and sustaining pupil achievement.
- To liaise with the second in department on set change decisions.
- To implement school policies and procedures.
- To lead the teaching of the subject by example.
- To develop effective working relationships with all teachers of Maths, parents, senior leaders and governors.

- To work with the Head of Department and where appropriate lead professional development in the department.
- To support members of their department through regular observations and feedback.
- To 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.

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: Director of Maths

Working time: 195 days / 1265 hours per year

Salary: MPS/UPS plus TLR2A (currently £3391)



Richard Hale School

Person Specification: Key Stage Co-ordinator (Maths)

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

Experience of teaching /Management	Essential	Desirable
An outstanding practitioner	Y	

Knowledge, skills and attributes	Essential	Desirable
Thorough knowledge and understanding of current curriculum issues specific to the department.	Y	
Maintains a high standard of discipline in the classroom through well focused teaching and good classroom management	Y	
Keen to promote the subject in all Key Stages, including willingness to offer, and participate in, subject-specific field trips and educational visits	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 AFL techniques	Y	
Experience of using IT effectively and innovatively to improve the quality of learning in the subject	Y	
Ability to analyse a wide range of performance data	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 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